

University of Nebraska - Lincoln

**DigitalCommons@University of Nebraska - Lincoln**

---

Public Access Theses and Dissertations from the  
College of Education and Human Sciences

Education and Human Sciences, College of (CEHS)

---

8-2015

# A Single-Subject Evaluation of the Target Bullying Intervention Program

Brandi L. Berry

*University of Nebraska-Lincoln*, brandiberry1@gmail.com

Follow this and additional works at: <http://digitalcommons.unl.edu/cehsdiss>

---

Berry, Brandi L., "A Single-Subject Evaluation of the Target Bullying Intervention Program" (2015). *Public Access Theses and Dissertations from the College of Education and Human Sciences*. 234.  
<http://digitalcommons.unl.edu/cehsdiss/234>

This Article is brought to you for free and open access by the Education and Human Sciences, College of (CEHS) at DigitalCommons@University of Nebraska - Lincoln. It has been accepted for inclusion in Public Access Theses and Dissertations from the College of Education and Human Sciences by an authorized administrator of DigitalCommons@University of Nebraska - Lincoln.

A Single-Subject Evaluation of the Target Bullying Intervention Program

by

Brandi L. Berry

A DISSERTATION

Presented to the Faculty of

The Graduate College at the University of Nebraska-Lincoln

In Partial Fulfillment of Requirements

For the Degree of Doctor of Philosophy

Major: Psychological Studies in Education

Under the Supervision of Professor Susan M. Swearer

Lincoln, Nebraska

August, 2015

# A Single-Subject Evaluation of the Target Bullying Intervention Program

Brandi L. Berry, Ph.D.

University of Nebraska-Lincoln, 2015

Advisor: Susan M. Swearer

Bullying is increasingly recognized as a prevalent and harmful problem. Effective bullying interventions, particularly individualized programs appropriate for students at the secondary level, are lacking. The purpose of this study was to evaluate the effectiveness and acceptability of the Target Bullying Intervention Program (T-BIP) among four middle school students. The research questions examined whether anti-bullying attitudes increased following the T-BIP, whether bullying behaviors decreased following the T-BIP, and, finally, how acceptable student participants, parents, and counselors found the T-BIP. The results showed that the T-BIP did not have a significant effect on students' anti-bullying attitudes or their bullying behaviors. Students and parents found the T-BIP to be highly acceptable and the counselors found the T-BIP to be moderately to highly acceptable. Discussion focused on limitations and implications for future research evaluating the effects of bullying prevention and intervention programs.

*This dissertation is dedicated to Rachael Streich, 1986-2012, with all my love and gratitude. Rachael was my dearest friend and greatest supporter in my work on bullying. Her own work with children and families was inspiring and her kind and encouraging words were integral to the completion of this dissertation. I am so thankful to have had her in my life.*

## Acknowledgements

I wish to thank my committee members who were so generous with their time and guidance. I am very grateful for their feedback, which helped to strengthen my dissertation, and their continual encouragement, which was much needed to help me finish this dissertation with renewed interest and passion. My entire committee was integral to helping me hone my research and writing skills and to better understand and navigate the challenges of bullying research, program evaluations, and implementing research in practical settings. Thank you Dr. Eric Buhs, Dr. Merilee McCurdy, Dr. Meghan Davidson, and Dr. Debra Hope for agreeing to serve on my committee. I am especially thankful for my advisor, Dr. Susan Swearer, who contributed so much to my graduate education with equal parts expertise and humor. Further, I am indebted to the phenomenal faculty members and graduate students at the University of Nebraska-Lincoln who contributed to my personal and professional growth and helped me to greatly enjoy my graduate education and time living in Lincoln, Nebraska.

I would also like to thank all of my participants for their interest in my research and willingness to contribute so critically to this dissertation. Their excitement throughout my dissertation study helped me to truly enjoy the process of data collection.

My family and friends are very deserving of my thanks for all of their cheerleading and willingness to provide me with distractions, celebrate with me, or give me space, as needed, to work. I am especially thankful for my partner, Ray Ducett, for his constant support and willingness to share me with this huge undertaking.

Finally, I am forever grateful for my clients, past and present, who motivate me to always do my best work.

## Table of Contents

List of Tables.....	vi
List of Figures.....	vii
1. INTRODUCTION.....	1
2. LITERATURE REVIEW AND THEORETICAL UNDERPINNINGS.....	7
2.01 Definition of Bullying.....	7
2.02 Types of Bullying.....	10
2.03 Bully/Victim Status.....	11
2.04 Prevalence.....	12
2.05 Developmental Differences.....	13
2.06 Gender Differences.....	17
2.07 Consequences and Related Outcomes.....	20
2.08 Theoretical Underpinnings.....	23
a. Social Ecological Theory.....	24
b. Social Cognitive Theory.....	29
2.09 Need for Bullying Prevention and Intervention.....	35
2.10 Target Bullying Intervention Program.....	58
2.11 Purpose of Study.....	58
3. METHOD.....	61
3.01 Participants.....	61
3.02 Setting.....	64
3.03 Instrumentation.....	64
a. Student Measures.....	64

b. Parent and Counselor Measures.....	69
3.04 T-BIP Process.....	70
3.05 T-BIP Modifications in the Current Study.....	78
3.06 Design.....	81
4. RESULTS.....	87
4.01 Attitudes Toward Bullying.....	87
4.02 Bullying Behaviors.....	91
4.03 Treatment Acceptability.....	106
5. DISCUSSION.....	109
5.01 Attitudes Toward Bullying.....	109
5.02 Bullying Behaviors.....	111
5.03 Treatment Acceptability.....	115
5.04 Additional Findings.....	115
5.05 Implications for Bullying Prevention/Intervention.....	118
5.06 Strengths.....	118
5.07 Limitations.....	119
5.08 Recommendations for Future Research.....	125
5.09 Conclusion.....	126
References.....	129
Tables.....	179
Figures.....	185
Appendices.....	197

### List of Tables

Table 1: Means and Standard Deviations of Students' Anti-Bullying Attitudes

Table 2: Means and Standard Deviations of Students' Attitudes Toward Bullying

Table 3: Means and Standard Deviations of Students' Bullying Behaviors

Table 4: Means and Standard Deviations of Students' Verbal Bullying Behaviors

Table 5: Means and Standard Deviations of Students' Physical Bullying Behaviors

Table 6: Means, Standard Deviations, and Percentages of Treatment Acceptability

Ratings



## List of Figures

- Figure 1: Students' Self-Reported Anti-Bullying Attitude Scores
- Figure 2: Students' Negative-Bullying and Pro-Bullying Attitude Scores
- Figure 3: Frequency of Students' Bullying Behaviors, Reported by Students and Counselors
- Figure 4: Frequency of Students' verbal bullying Behaviors, Reported by Students and Counselors
- Figure 5: Frequency of Students' Physical Bullying Behaviors, Reported by Students and Counselors
- Figure 6: Self- and Counselor-Report of the School Times and Locations in which Ryan Bullied Others During Baseline, Post-Session, and Post-Meeting
- Figure 7: Self- and Counselor-Report of the School Times and Locations in which Parker Bullied Others During Baseline, Post-Session, and Post-Meeting
- Figure 8: Self- and Counselor-Report of the School Times and Locations in which Jessa Bullied Others During Baseline, Post-Session, and Post-Meeting
- Figure 9: Self- and Counselor-Report of the School Times and Locations in which Addie Bullied Others During Baseline, Post-Session, and Post-Meeting
- Figure 10: Students' Treatment Acceptability Ratings, with Percent Acceptability in Text
- Figure 11: Parents' Treatment Acceptability Ratings, with Percent Acceptability in Text
- Figure 12: Counselors' Treatment Acceptability Ratings, with Percent Acceptability in Text

## A Single-Subject Evaluation of the Target Bullying Intervention Program

### CHAPTER 1

#### Introduction

The phenomenon of human aggression has always been and continues to be a prevalent social problem (Anderson & Huesmann, 2007; Berkowitz, 1993). Bullying is a subtype of aggressive behavior (Dodge, 1991; Espelage, Bosworth, & Simon, 2000; Merrell, Gueldner, Ross, & Isava, 2008; Olweus, 1993b; Pellegrini & Long, 2002; Smith & Thompson, 1991) that has received a great deal of attention and concern in recent years (Carney & Merrell, 2001; Ferguson, San Miguel, Kilburn, & Sanchez, 2007; Merrell et al., 2008). Published research on bullying began with the work of Dr. Dan Olweus from Norway (Olweus, 1978); since that time, research on bullying has steadily increased (Farrington & Ttofi, 2009; Merrell et al., 2008; Swearer, Espelage, & Napolitano, 2009).

Whereas human aggression is broadly defined as behaviors directed toward one or more individuals with the intention of harming them via personal injury and/or physical destruction (Anderson & Huesmann, 2007; Bandura, 1978), bullying is typically characterized by repeated, intentional acts of aggression in which the aggressor is more powerful in some way than the victim (Olweus, 1991, 1993b, 1999; see also Carney & Merrell, 2001; Smith & Ananiadou, 2003). Bullying is alarmingly prevalent among children and adolescents (Kessel Schneider, O'Donnell, Stueve, & Coulter, 2012; Nansel et al., 2001; Perkins, Craig, & Perkins, 2011) and is associated with a plethora of negative outcomes for youth, many of which are psychological disorders such as depression (Menesini, Modena, & Tani, 2009; Swearer, Song, Cary, Eagle, & Mickelson, 2001) and anxiety (Kaltiala-Heino, Rimpela, Rantanen, & Rimpela, 2000; Swearer, Siebecker,

Johnsen-Frerichs, & Wang, 2010). Given that bullying appears to cause many mental health problems. It is clear that bullying is a problem that needs to be properly addressed (Arseneault, Bowes, & Shakoor, 2010; Juvonen, Graham, & Schuster, 2003). For this reason, many individuals and organizations (e.g., Committee for Children, 2002; Garrity, Jens, Porter, Sager, & Short-Camilli, 1994; Newman, Horne, & Bartolomucci, 2000) have developed bullying prevention and intervention programs, intended to prevent future incidents of bullying from occurring and/or stop the bullying that is currently occurring. At this time, there are many bullying prevention and intervention programs available (Swearer et al., 2009).

These bullying prevention and intervention programs may be considered social programs, which Rossi, Lipsey, and Freeman (2004) define as “An organized, planned, and usually ongoing effort designed to ameliorate a social problem or improve social conditions” (p. 3). Rossi and colleagues (2004) explain that social programs must be evaluated in order to ensure that they are producing the desired effects and/or attaining the desired goals. Given the push for evidence-based practices, particularly in educational settings (Biesta, 2007; Pirrie, 2007), there have been many efforts to review interventions and to disseminate information about their effectiveness to the individuals who use them (Kazdin, 2011). One example of these efforts is the work of the Task Force on Evidence-Based Interventions in School Psychology (Kratochwill & Shernoff, 2004; Kratochwill & Stoiber, 2002). In keeping with the need to utilize research-supported interventions, it is imperative to determine whether bullying prevention and intervention programs are effective in preventing and/or decreasing bullying as they are intended.

As will be discussed in more detail in Chapter Two, information on the effectiveness of extant bullying prevention and intervention programs is lacking. Many programs have not been formally evaluated (Hui, Tsang, & Law, 2011) and the majority of those that have been evaluated have not demonstrated encouraging results. In fact, three meta-analytic reviews of studies examining the effectiveness of bullying prevention and intervention programs revealed that most programs are not particularly effective in reducing bullying (Ferguson et al., 2007; Merrell et al., 2008; Smith, Schneider, Smith, & Ananiadou, 2004). Even the few programs that have a more solid body of research support on their effectiveness are limited in many ways. One bullying intervention program that was designed to overcome many such limitations is described below.

### **Overview of the Target Bullying Intervention Program**

The Target Bullying Intervention Program (T-BIP; Swearer & Givens, 2006) was designed to provide individualized support for students who have repeatedly bullied others. Originally delivered to students ten to fourteen years of age, the T-BIP has recently been expanded to be appropriate for students seven to eighteen years of age, with developmental modifications. The T-BIP is a three-hour, cognitive behavioral intervention delivered by a trained interventionist (i.e., doctoral-student, school counselor, or school psychologist) to a student referred by parents/guardians and/or school staff members for having repeatedly bullied peers (Swearer et al., 2009; Swearer & Lembeck, n.d.; Swearer, Wang, Collins, Strawhun, & Fluke, 2014). The T-BIP is comprised of four components: assessment, psychoeducation, cognitive restructuring, and feedback (Swearer et al., 2009, 2014). In essence, the T-BIP can be divided into two stages. First, there is a one-on-one session with the interventionist and student participant, which

encompasses the assessment, psychoeducation, and cognitive restructuring components. Second, approximately two weeks following the T-BIP session, the interventionist leads a follow-up meeting with the student participant, one or more parents/guardians, and one or more school staff members; this encompasses the feedback component.

Beginning with the T-BIP session, the first hour is reserved for assessments (Swearer & Lembeck, n.d.; Swearer et al., 2014). They are administered to the student in order to learn about factors that may be causing and/or maintaining the student's involvement in bullying as well as details surrounding a student's involvement in bullying. Measures of depression, anxiety, cognitive distortions, school climate, and self-concept are administered, along with a self-report measure on the student's involvement in bullying (Swearer et al., 2009, 2014; Swearer & Lembeck, n.d.).

The remaining two hours of the T-BIP session are devoted to psychoeducation and cognitive restructuring (Swearer et al., 2009; 2014). Core components of the session include: a pre- and post-quiz on knowledge of bullying, a PowerPoint presentation, a video about bullying, role plays, worksheet activities from *Bully Busters* (Newman et al., 2000), cognitive restructuring, and problem-solving.

The follow-up meeting occurs approximately two weeks following the intervention, during which the interventionist meets with the student's parent(s)/guardian(s), and school staff member(s) to present a treatment report on the student and discuss recommendations (Swearer & Lembeck, n.d., Swearer et al., 2014). Factors that appear to be precipitating and/or maintaining the student's involvement in bullying are discussed, as are the thoughts and perceptions surrounding bullying that the student discussed during the intervention. Data-based recommendations are provided in

order to support the student at home, school, and in the community, particularly with regard to getting and keeping him/her out of the bullying dynamic but also regarding other issues that were discovered during the assessment and intervention (e.g., depression, academic frustration). During the feedback session, some measures are re-administered to the student and both a parent/guardian and school staff member present at the meeting complete two assessments. A more detailed description of this intervention is presented in Chapter 3.

### **Goals of the T-BIP**

The T-BIP seeks to uncover the unique factors precipitating and/or maintaining an individual student's involvement in bullying behaviors via formal assessment (i.e., paper-and-pencil measures) and informal assessment (i.e., discussions with the student; Swearer et al., 2009, 2014; Swearer & Lembeck, n.d.). Further, the T-BIP aims to provide students with critical knowledge about bullying as well as appropriate problem-solving strategies and other alternative behaviors to bullying. This knowledge is intended to help students recognize the difference between joking and bullying behaviors, empathize with victims of bullying, understand the short- and long-term consequences for students who continue to bully, and successfully disengage from provocative situations and peacefully resolve conflict in order to avoid bullying others. Additionally, the T-BIP encourages students to apply the knowledge and skills they have learned by applying them to role-play situations enacted with the interventionist, quizzes and worksheets completed during the session, and discussions of how one would handle a variety of situations. Finally, the T-BIP aims to promote generalization and maintenance of the knowledge and skills the student obtains during the session by engaging parents/guardians and school staff members via

the follow-up meeting. Specifically, during this follow-up meeting, the T-BIP session is summarized and recommendations are made so that some key adults in a student's life are in agreement regarding the student's strengths and areas of weakness as well as appropriate next steps to continue helping the student stop bullying others. This meeting models home-school collaboration and encourages continued communication and teamwork in order to best support the student.

## **CHAPTER 2**

### **Literature Review and Theoretical Underpinnings**

#### **Definition of Bullying**

There is no universally accepted definition of bullying among researchers and practitioners. In fact, it has been said that developing an accepted definition of bullying is one of the greatest challenges in terms of unifying research findings on bullying (Espelage & Swearer, 2003). However, the Centers for Disease Control and Prevention (CDC) recently created a uniform definition of bullying (Gladden, Vivolo-Kantor, Hamburger, & Lumpkin, 2014). Their definition asserts that bullying, which may inflict harm or distress on the targeted individual(s), includes three major components: (a) any unwanted, aggressive behavior that involves (b) an observed or perceived power imbalance and (c) is repeated multiple times or is highly likely to be repeated. The majority of recent studies on bullying (e.g., Bender & Lösel, 2011; Caravita, Gini, & Pozzoli, 2012; Dukes, Stein, & Zane, 2010; Guerra, Williams, & Sadek, 2011; Hui et al., 2011; Ma, Phelps, Lerner, & Lerner, 2009; Meland, Rydning, Lobben, Breidablik, & Ekeland, 2010; Muñoz, Qualter, & Padgett, 2011; Pateraki & Houndoumadi, 2001; Pellegrini, 2002) have utilized definitions of bullying that include these three components.

The power imbalance element of the bullying definition serves to differentiate bullying from other forms of aggression (Beran, 2006; Vaillancourt, McDougall, Hymel, & Sunderani, 2010). As Doll, Song, and Siemers (2004) explained, peers with equal power may experience conflict but, as the power distribution becomes more unequal, students are at-risk for experiencing bullying. Given the power imbalance, students being bullied have difficulty defending themselves. Evidence does suggest that bullying is



characterized by a power differential (Swearer & Cary, 2003). Greater power is associated with more popularity; this elevated social status places students in a position to bully less popular peers (Vaillancourt & Hymel, 2006). Only rarely do recent studies fail to utilize a definition of bullying that includes power imbalance as a key component (e.g., Kessel Schneider et al., 2012). However, it is not uncommon for researchers to neglect to disclose the definition of bullying they are using (e.g., Bell, Raczynski, & Horne, 2010; Bond, Carlin, Thomas, Rubin, & Patton, 2001; Copeland, Wolke, Angold, & Costello, 2013; Glover, Gough, Johnson, & Cartwright, 2000; Ivarsson, Broberg, Arvidsson, & Gillberg, 2005; Konishi, Hymel, Zumbo, & Li, 2010). By researchers' failure to assess for a power imbalance, it can be inferred that they are operating under a definition that does not include an imbalance of power or that they are not utilizing assessments consistent with their definition. Ultimately, it is difficult to establish a power imbalance (Beran, 2006). Power may be conferred by a host of factors (e.g., age, social status, resources), some of which are difficult to quantify (Vaillancourt & Hymel, 2006), and is not always associated with bullying (i.e., when power stems from respect rather than bullying; Vaillancourt et al., 2010). Many studies fail to include a measure of power imbalance in their assessment of bullying (Felix, Sharkey, Green, Furlong, & Tanigawa, 2011); among the few that do (e.g., Swearer & Cary, 2003), there is no uniform procedure for doing so.

As with the power imbalance element, there has been some debate regarding the idea of 'repetition' used within a working definition of bullying. Solberg and Olweus (2003) found that those who bully and/or are bullied at least two or three times per month were meaningfully different from those who were involved in bullying at lower rates.

Thus, they determined that using a cutoff for involvement in bullying of at least two or three times per month (i.e., “involved”) to be a useful distinction from those involved in bullying less frequently (i.e., “uninvolved”). Following suit, some researchers (e.g., Bradshaw, Sawyer, & O’Brennan, 2009; Craig & Harel, 2004) have utilized this criterion (i.e., two or three times per month) to categorize students as being involved in bullying. However, others have used different cutoffs for bullying perpetration, including at least one time per week (Perren & Alsaker, 2006) and at least one time per month (Swearer, Siebecker, et al., 2010). More frequently, researchers (e.g., Ivarsson et al., 2005; Ma et al., 2009; Rosen, Beron, & Underwood, 2013; Scheithauer, Hayer, Petermann, & Jugert, 2006) have utilized generic terms (e.g., “frequently”) when assessing bullying behaviors.

Assessing for repetition is inherently problematic given that bullying tends to occur covertly, which is one reason why students (Barboza et al., 2009; Craig & Pepler, 1997; Sawyer, Bradshaw, & O’Brennan, 2008; Unnever & Cornell, 2004) and teachers (Eslea & Rees, 2001; Pellegrini & Bartini, 2000) underreport bullying. Furthermore, cyberbullying is unique in that even a single perpetration (i.e., a mean text message) may fit the criterion of repetition when that text is then sent to or shown to multiple individuals, thus compounding the effect of the incident (David-Ferdon & Hertz, 2007). To compensate for these caveats to the repetition element of bullying, the U.S. government website on bullying (i.e. [www.stopbully.gov](http://www.stopbully.gov)) states “bullying behaviors happen more than once or have the potential to happen more than once,” (U.S. Department of Health & Human Services, 2012), which is consistent with the definition adopted by the CDC (Gladden et al., 2014). Thus, some researchers (e.g., Kraft & Wang, 2009; McCabe, Antony, Summerfeldt, Liss, & Swinson, 2003) have categorized incidents

as ‘bullying’ even if reports indicate they only happened once. Thus, at this time, there is no agreed upon frequency rate that may be used to characterize bullying.

In summary, varying definitions of bullying are being utilized today for research and practical purposes. In fact, of the 48 states with bullying laws and policies, there is a tremendous amount of variability in the definitions they use (Stuart-Cassel, Bell, & Springer, 2011). Even the most widely used components of agreed-upon bullying definitions are controversial in that there is no consensus regarding the degree to which certain components (i.e., repetition and power imbalance) must be present for one or more situations to truly constitute ‘bullying.’ Furthermore, the repetition and power imbalance features of bullying, though important, defining characteristics, render bullying a difficult phenomenon to observe and measure (Ross & Horner, 2009). The CDC’s recent adoption of a uniform definition of bullying may help researchers and practitioners reach a consensus regarding the behaviors that do and do not constitute bullying; however, translating this definition into actual research and practice is challenging.

### **Types of Bullying**

Bullying is often dichotomized in order to capture the various forms of bullying (Espelage & Swearer, 2003; Rosen et al., 2013). Direct/overt bullying usually includes verbal bullying (e.g., name-calling) and physical bullying (e.g., hitting). Indirect/covert bullying encompasses various forms of relational bullying (i.e., bullying intended to damage one’s relationships with others, such as rumor spreading or exclusion from groups; Crick & Grotpeter, 1995). Cyberbullying, bullying which is perpetrated via electronic devices (e.g., computers, gaming devices, telephones; Dooley, Pyzalski, &

Cross, 2009; Li, 2006; Low & Espelage, 2012), may be conceptualized as being a form of indirect bullying given that cyberbullying does not necessarily occur face-to-face (Dooley et al., 2009). Thus, there are four forms of bullying (i.e., verbal, physical, relational, and cyberbullying), which may be categorized in various ways.

### **Bully/Victim Status**

Students may be directly involved in bullying as bully perpetrators (i.e., those who bully others), victims (i.e., those who are bullied by others), or bully-victims (i.e., those who both bully others and are bullied by others; Berkowitz & Benbenishty, 2012; Espelage & Holt, 2001; Swearer & Cary, 2003). Students who are indirectly involved in bullying are known as bystanders; bystanders witness the bullying and may take action to help or support the bully perpetrator or the victim or they may take no action at all (Salmivalli, Lagerspetz, Björkqvist, & Österman, 1996). Students who are neither directly nor indirectly involved in bullying, meaning they do not participate in bullying nor witness it occurring, are typically labeled 'not involved' or 'no status.'

A student's bully/victim status is not fixed; rather, students can move rather fluidly along a continuum of bully/victim behaviors. Students can be involved as a bully perpetrator, victim, bystander, and/or be uninvolved in bullying in varying contexts and at different times (Bosworth, Espelage, & Simon, 1999; Espelage & Swearer, 2003; Ryoo, Wang, & Swearer, 2015). Between 1% and 11.5% of students inhabit both bully perpetrator and victim roles (i.e., bully-victim status; Dulmus, Sowers, & Theriot, 2006; Nansel et al., 2001; Solberg & Olweus, 2003; Spriggs, Iannotti, Nansel, & Haynie, 2007). Furthermore, according to teacher report and peer nominations, Perren and Alsaker (2006) found that 17% of students could not be neatly categorized by bully/victim status

because they regularly inhabited multiple roles; these students were labeled ‘unclear status.’ Thus, a small but significant percentage of students appear to inhabit multiple bully/victim roles at any given time.

Although bully/victim roles may be dynamic, evidence suggests that aggressive behaviors are fairly stable over the short- and long-term. For example, one study found that students’ aggressive behaviors were highly stable over a one month period (Crick, Casas, & Ku, 1999) and a prospective study found that approximately half (i.e., 46%) of students who were identified as bullies in childhood also were identified as bullies in adolescence (Scholte, Engels, Overbeek, de Kemp, & Haselager, 2007). Even among children as young as 5-7 years of age, involvement in bullying appeared to be quite stable (Laine, Neitola, Auremaa, & Laakkonen, 2010). Interestingly, the bully role has been found to be more stable than the victim role (Camodeca, Goossens, Terwogt, & Schuengel, 2002; Craig, 2009; Salmivalli, Lappalainen, & Lagerspetz, 1998; Scholte et al., 2007), particularly for males (Camodeca et al., 2002; Salmivalli et al., 1998; Scholte et al., 2007). Thus, for many students, particularly males, research shows that their bullying behaviors are likely to persist in the absence of effective intervention.

### **Prevalence**

Bullying is a prevalent problem among school-aged youth. It is difficult to determine just how prevalent this phenomenon is given methodological differences (e.g., how bullying is defined, particularly with regard to frequency) across studies (Cornell & Bandyopadhyay, 2010). Despite these differences, it appears as though roughly 15% to 41% of students are directly involved in bullying at any given time (Bradshaw, Sawyer, & O’Brennan, 2007; Nansel et al., 2001; Seals & Young, 2003; O’Brennan, Bradshaw, &

Sawyer, 2009; Solberg & Olweus, 2003). Research shows that approximately 10% to 49% of students report being victimized (Boulton & Smith, 1994; Bradshaw et al., 2007; Cassidy, 2009; Dulmus et al., 2006; Genta, Menesini, Fonzi, Costabile, & Smith, 1996; Kessel Schneider et al., 2012; Nansel et al., 2001; Perkins et al., 2011; Peskin, Tortolero, & Markham, 2006; Seals & Young, 2003), 5% to 30.8% report bullying others (Boulton & Smith, 1994; Bradshaw et al., 2007; Genta et al., 1996; Nansel et al., 2001; Perkins et al., 2011; Seals & Young, 2003; Solberg & Olweus, 2003), and 1% to 11.5% report both bullying others and being victimized (i.e., bully-victim status; Dulmus et al., 2006; Nansel et al., 2001; Solberg & Olweus, 2003; Spriggs et al., 2007). Over 70% of students reported having seen bullying occurring (Bradshaw et al., 2007). Thus, the majority of students can be expected to be directly and/or indirectly involved in bullying at some point during the course of their school careers.

### **Developmental Differences**

Studies examining involvement in bullying over childhood and adolescence have yielded a developmental pattern with regard to the likelihood of becoming involved in bullying as well as the type of bullying in which one is involved. Bullying begins to increase near the end of elementary school (Pellegrini & Bartini, 2001; Von Marées & Petermann, 2010), peaking following school transitions from elementary to middle school (Pellegrini, 2002; Pellegrini & Bartini, 2001; Ryoo et al., 2015; Williford, Boulton, & Jenson, 2014) and middle to high school (Björkqvist, Lagerspetz, & Kaukiainen, 1992; Peskin et al., 2006; Rose, Espelage, & Monda-Amaya, 2009; Ryoo et al., 2015). Following these school transitions, bullying decreases (Pellegrini & Bartini, 2001; Scheithauer et al., 2006; Ryoo et al., 2015), presumably once students' peer groups and

social hierarchies are more stable (Pellegrini, 2002, Pellegrini & Bartini, 2001). Thus, students are most likely to engage in bullying following the transition to middle or high school.

Younger students appear to be most at risk for peer victimization. Studies have found that younger students are more likely than older students to report that they have been bullied (Eslea & Rees, 2001; Genta et al., 1996; Sapouna, 2008; Scheithauer et al., 2006; Varjas, Henrich, & Meyers, 2009) and self-reports of victimization tend to decrease as students age (Craig & Harel, 2004; Salmivalli, 2002; Smith, Madsen, & Moody, 1999; Von Marées & Petermann, 2010; Wang, Iannotti, & Nansel, 2010). Evidence supports the hypotheses that younger children may be more likely to be bullied since they may lack the social skills needed to establish healthy relationships and because they attend school with more individuals who are older than them, therefore creating a potential power imbalance (Smith et al., 1999).

Although younger students may be at greater risk for victimization, this observed age difference in reported victimization may also partly result from differences in reporting. Whereas younger students consider a wide range of aggressive acts to be bullying, without regard for repetition or imbalance of power, older students more accurately distinguish bullying behaviors from other aggressive behaviors by considering factors such as repetition and imbalance of power (Monks & Smith, 2006; Smith, Cowie, Olafsson, & Liefoghe, 2002). Furthermore, Salmivalli (2002) found that young children who reported they had been bullied when their peers and teachers stated that they had never been bullied were the ones who later said they were not being bullied. This indicates that perhaps these individuals realized that what was happening to them did not

constitute bullying. Thus, younger students may be more likely than older students to overreport the extent to which they have been bullied.

The type of bullying in which students are involved may change as students age as well. Students as young as preschool-age can be involved in bullying (Bradshaw et al., 2007; Perren & Alsaker, 2006) but it is often difficult to align young children's aggressive behaviors with a formal definition of bullying that includes intentional harm, repetition, and imbalance of power as key components (Olweus, 1993b). Specifically, it is difficult for adults to determine whether young children's aggressive behaviors are intended to cause harm and whether they understand the consequences of their actions. Given the lack of complex and stable social groups, the extent to which a power imbalance is present is also difficult to determine. For example, in a preschool context, power may entail physical size/strength and/or access to desired resources. Young children's bullying also differs from that of older children and adolescents in that it tends to be more simple and direct (Crick et al., 2001). Thus, young children primarily engage in verbal and physical bullying. Even when young children do engage in more indirect forms of bullying, such as relational bullying, it often takes rather direct forms, such as deliberately excluding one or more peers from activities or groups (Bradshaw et al., 2007).

As children age, their more advanced cognitive abilities and social skills as well as their more complex social groups set the stage for more indirect forms of bullying (Björkqvist et al., 1992; Crick & Grotpeter, 1995). At the same time, direct forms of bullying, particularly physical bullying, become associated with more severe consequences whereas indirect types of bullying are less easily recognized by others and,



thus, less consistently punished. Given these trends, it has been hypothesized that students swap direct forms of bullying for more indirect types as they age (Cairns, Cairns, Neckerman, Ferguson, & Garipey, 1989; Underwood, 2003). In fact, some evidence does suggest that, as youths age, physical (Björkqvist et al., 1992; Genta et al., 1996; Perren & Alsaker, 2006; Rivers & Smith, 1994; Scheithauer et al., 2006; Williams & Guerra, 2007) and verbal (Genta et al., 1996; Scheithauer et al., 2006) types of bullying decrease while relational bullying increases (Björkqvist et al., 1992; Genta et al., 1996; Scheithauer et al., 2006). However, it is noteworthy that some studies find declines in relational bullying as students age (Rivers & Smith, 1994; Scheithauer et al., 2006), leading to the hypothesis that all types of bullying decrease with age as students become more equipped to resolve conflict peacefully.

Likely as a result of their increased access to electronic technologies, middle and high school students are more likely than elementary students to be involved in cyberbullying (Bradshaw et al., 2007). Additionally, bullying among adolescents often co-occurs with other forms of aggression, such as intimate partner violence (Connolly, Pepler, Craig, & Taradash, 2000; Espelage & Holt, 2007; Pepler et al., 2006) and sexual harassment (Espelage & Holt, 2007; Pepler et al., 2006). Overall, evidence suggests that bullying among older students is more complex in that it is more covert and co-occurs with other types of violence.

Together, it is clear that there are some developmental differences in the prevalence and perhaps also the type of bullying in which students are involved as they age. These developmental differences suggest that students have different needs in terms of bullying prevention and intervention at differing ages and developmental stages.

## **Gender Differences**

Research studies examining gender differences in bullying perpetration and victimization have yielded results that are mixed and rather complex. Some evidence suggests that boys are more likely than girls to bully others (Camodeca et al., 2002; Pepler, Jiang, Craig, & Connolly, 2008; Seals & Young, 2003), to be victimized (Forero, McLellan, Rissel, & Bauman, 1999; Grills & Ollendick, 2002; Kumpulainen, Räsänen, & Henttonen, 1999), and to be bully-victims (Espelage & Holt, 2007; Kumpulainen et al., 1999; O'Brennan et al., 2009; Scheithauer et al., 2006). However, other studies have found that boys and girls are involved in bullying as bullies (Lee, 2009; Swearer & Cary, 2003; Von Marées & Petermann, 2010), victims (Berger & Rodkin, 2009; Camodeca et al., 2002; Gruber & Fineran, 2008; O'Brennan et al., 2009; Scheithauer et al., 2006; Von Marées & Petermann, 2010), and bully-victims (Swearer & Cary, 2003; Von Marées & Petermann, 2010) at similar rates. However, it has also been theorized that girls and boys may differ in the types of bullying in which they are involved (Lee, 2009; Swearer & Cary, 2003; Von Marées & Petermann, 2010).

Studies examining direct/overt bullying, encompassing both physical and verbal bullying behaviors, have found that boys are more likely to bully (Crick & Grotpeter, 1995; Tomada & Schneider, 1997; Viding, Simmonds, Petrides, & Frederickson, 2009; Von Marées & Petermann, 2010) and be bullied (Von Marées & Petermann, 2010) compared to their female peers. When separating out verbal and physical bullying, many studies have found that that boys are more likely to engage in physical bullying (Dukes et al., 2010; Rivers & Smith, 1994; Von Marées & Petermann, 2010; Williams & Guerra, 2007) and to be physically bullied (Crick & Bigbee, 1998; Dukes et al., 2010;

Scheithauer et al., 2006; Storch, Brassard, & Masia-Warner, 2003; Varjas et al., 2009), though other studies have found no gender differences in involvement in physical bullying perpetration (Boulton, Trueman, & Flemington, 2002) or victimization (Boulton et al., 2002; Kochenderfer & Ladd, 1997; Leadbeater, Dhami, Hoglund, & Boone, 2004; Von Marées & Petermann, 2010). A review of the literature on gender differences in bullying in European countries found no gender differences in students' involvement in verbal bullying (Ahmad & Smith, 1994). Other studies have also found that boys and girls are equally likely to perpetrate and experience verbal bullying, (e.g., Björkqvist et al., 1992; Boulton et al., 2002; Rivers & Smith, 1994; Scheithauer et al., 2006; Williams & Guerra, 2007) though some found that boys were more likely than girls to perpetrate verbal bullying and be verbally victimized (Varjas et al., 2009; Von Marées & Petermann, 2010). Overall, it appears as though any gender differences that emerge in assessments of overt/direct bullying primarily result from gender differences in physical rather than verbal bullying.

The research on types of indirect/covert bullying suggests that girls are more likely than boys to relationally bully others (Crick & Grotpeter, 1995; Rivers & Smith, 1994) and to be relationally bullied (Buhs, McGinley, & Toland, 2010; Crick & Bigbee, 1998; Dukes et al., 2010; Leadbeater et al., 2004). It is important to note, however, that some studies have found that boys perpetrate more relational bullying than girls (Tomada & Schneider, 1997; Woods & Wolke, 2003) and others found no gender differences in the rates in which boys and girls perpetrate or experience relational bullying (Boulton et al., 2002; Rys & Bear, 1997; Scheithauer et al., 2006; Varjas et al., 2009; Viding et al., 2009; Von Marées & Petermann, 2010). There are fewer studies on gender differences in

cyberbullying. These studies are inconsistent in finding whether boys (Li, 2006) or girls (Kowalski & Limber, 2007) are more likely to cyberbully others or whether there are no gender differences (Williams & Guerra, 2007; Ybarra & Mitchell, 2004). Many studies have found no gender differences in cyberbullying victimization (e.g., Li, 2006; Ybarra & Mitchell, 2004), but some evidence suggests that girls are more likely to be cyberbullied (Kessel Schneider, 2012; Smith et al., 2008).

Given the inconsistencies on gender differences in the literature, it has been proposed that researchers need to look beyond gender to better understand the differences that emerge in so many studies (Leadbeater et al., 2004). Leadbeater and colleagues (2004) emphasized that researchers need to refine their research questions, methods of sampling, and data collection procedures to better understand how gender matters in the study of bullying. Ultimately, it has been noted that gender differences may simply indicate general trends that not all peer groups follow due to heterogeneity in individual and environmental factors (Boulton et al., 2002). In summary, involvement in any given type of bullying is not limited to one gender. Many of the studies referenced above as well as a meta-analytic review found that boys are more likely than girls to be involved in bullying, regardless of bully-victim status (Cook, Williams, Guerra, Kim, & Sadek, 2010). Yet, when separating out the different types of bullying, many of the studies referenced above as well as two meta-analytic reviews (i.e., Archer, 2004; Card, Stucky, Sawalani, & Little, 2008) found that boys were more likely to be involved in physical bullying whereas girls were more likely to be involved in relational bullying. Thus, it is clear that studies have not yielded consistent findings regarding gender differences in bullying.

### **Consequences and Related Outcomes**

Involvement in bullying is associated with a host of negative outcomes. Bullying victimization is associated with poor academic achievement (Bauman, 2008; Beran & Li, 2007; Juvonen, Wang, & Espinoza, 2011; Konishi et al., 2010; Ma et al., 2009; Sweeting & West, 2001), absenteeism (Beran & Li, 2007; Berthold & Hoover, 2000; Ybarra, Diener-West, & Leaf, 2007), depression (Baldry, 2004; Klomek, Marrocco, Kleinman, Schonfeld, & Gould, 2007; Roland, 2002), anxiety (Baldry, 2004; Rigby, 2003; Sourander et al., 2007; Swearer, Siebecker, et al., 2010), suicidal ideation (Hepburn, Azrael, Molnar, & Miller, 2012; Klomek et al., 2007; Roland, 2002), suicide attempts (Hepburn et al., 2012; Hinduja & Patchin, 2010; Klomek et al., 2007; Mills, Guerin, Lynch, Daly, & Fitzpatrick, 2004), social withdrawal (Baldry, 2004; Bender & Lösel, 2011), somatic symptoms (Baldry, 2004; Meland et al., 2010), poor concentration (Beran & Li, 2007), low sense of school safety (Boulton et al., 2009; Stockdale, Hangaduambo, Duys, Larson, & Sarvela, 2002; Varjas et al., 2009), and school dropout (Cornell, Gregory, Huang, & Fan, 2013).

Although it is largely understood that involvement in bullying causes problems for victims of bullying, it is not as widely known that students involved in bullying as bullies experience many of the same problems. In fact, some research suggests that bullies experience worse outcomes than victims of bullying (Berkowitz & Benbenishty, 2012; Sourander et al., 2007; Srabstein & Piazza, 2008; Swearer et al., 2001). Bullying perpetration is associated with depression (Baldry, 2004; Roland, 2002; Sourander et al., 2007; Swearer et al., 2001), anxiety (Baldry, 2004; Sourander et al., 2007), suicidal ideation (Roland, 2002), intentional self-harm (Srabstein & Piazza, 2008), substance abuse (Nansel et al., 2001; Sourander et al., 2007; Srabstein & Piazza, 2008; Vaughn et

al., 2010), poor academic achievement (Ma et al., 2009; Nansel et al., 2001; Srabstein & Piazza, 2008), absenteeism (Srabstein & Piazza, 2008), low sense of school safety (Stockdale et al., 2002), social withdrawal (Baldry, 2004; Bender & Lösel, 2011), involvement in dating violence as bullies and/or victims (Connolly et al., 2000), and a diagnosis of antisocial personality disorder in adulthood (Copeland et al., 2013; Sourander et al., 2007).

When comparing the consequences of students directly, indirectly, and/or not involved in bullying, some studies have shown that bully-victims (i.e., students involved in bullying as both bully perpetrators and victims of bullying) experience the worst outcomes of any other bully/victim status group (Berkowitz & Benbenishty, 2012; Klomek et al., 2007; Ivarsson et al., 2005; Srabstein & Piazza, 2008). Bully-victims showed the worst outcomes of all bully/status groups with regard to the presence of any psychological disorder (Sourander et al., 2007), anxiety (Copeland et al., 2013; Sourander et al., 2007), depression (Copeland et al., 2013; Ivarsson et al., 2005; Klomek et al., 2007; Kumpulainen, Räsänen, & Puura, 2001), low self-esteem (Dukes et al., 2010; O'Moore & Kirkham, 2001), suicidal ideation (Klomek et al., 2007), intentional self-harm (Srabstein & Piazza, 2008), suicidality (Copeland et al., 2013; Ivarsson et al., 2005), physical injury (Dukes et al., 2010; Srabstein & Piazza, 2008), delinquent behaviors (Dukes et al., 2010; Ivarsson et al., 2005), substance abuse (Srabstein & Piazza, 2008), aggression (Ivarsson et al., 2005), absenteeism (Berkowitz & Benbenishty, 2012), negative attitudes toward school (Dukes et al., 2010), low perceptions of school safety (Berkowitz & Benbenishty, 2012), and dating violence victimization (Espelage & Holt, 2007).

The finding that bully-victims experience the worst outcomes of any other bully/status group should be interpreted with caution in light of the fact that other factors associated with bully-victim status may be responsible for the negative outcomes bully-victims experience. Some evidence suggests that victims who are already experiencing emotional dysregulation or other psychological difficulties (e.g., impulsivity) are more likely to react to victimization by bullying back (i.e., engaging in reactive aggression; Sourander et al., 2007). Deficits in accurately interpreting situations (e.g., hostile attributional biases) were found to be unique to children who displayed reactive aggression (Crick & Dodge, 1996; Dodge & Coie, 1987) and were correlated with the rate of reactive aggression (Dodge & Coie, 1987). Peer group rejection (Nesdale & Duffy, 2011) and rejection sensitivity (Jacobs & Harper, 2013) predicted reactive aggression in children. By age 16, reactive aggression was found to be uniquely characterized by impulsivity, social anxiety, hostility, lack of close friends, and distorted perceptions (Raine et al., 2006). Thus, although the negative outcomes associated with bully-victim status are often interpreted as consequences of involvement in bullying as a bully-victim, it may also be the case that many negative outcomes are antecedents to this type of involvement in bullying. Since some of these studies (i.e., Dodge & Coie, 1987; Raine et al., 2006) were undertaken with males only, more research is needed to better understand reactive aggression in females.

Bullying appears to be associated with negative outcomes even for students who are only indirectly involved in bullying (i.e., bystanders). Bystanders have reported greater negative emotions (e.g., fear, anger, disgust, sadness; Hutchinson, 2012; Janson, Carney, Hazler, & Oh, 2009), physical symptoms (Janson et al., 2009), and a greater

sense of vulnerability (Glover et al., 2000) compared to students who did not report witnessing bullying. Furthermore, bystanders have been found to experience depression, anxiety, somatic complaints, and substance abuse (Rivers, Poteat, Noret, & Ashurst, 2009). Given this, bystanders have been referred to as ‘co-victims’ of bullying (Twemlow, Sacco, & Williams, 1996; Hutchinson, 2012).

Ultimately, all students directly and/or indirectly involved in bullying are vulnerable to a variety of negative outcomes, with bully-victims being especially at-risk. This information points to the need to intervene in bullying situations, particularly with students displaying co-occurring roles as both bullies and victims, in order to improve the well-being of all students.

### **Theoretical Underpinnings**

In order to better understand bullying behaviors, many theories have been developed and used to explain and predict bullying, including the homophily hypothesis (Kandel, 1978; see also Espelage, Holt, & Henkel, 2003), social ecological theory (Bronfenbrenner, 1979; see also Swearer & Doll, 2001), social cognitive theory (Bandura, 1986; see also Mouttapa, Valente, Gallaher, Rohrbach, & Unger, 2004), and social dominance theory (Hawley, 1999; see also Pellegrini, 2002). It has been stated that one theory is unable to sufficiently explain the complexity of the phenomenon of bullying, (Orpinas & Horne, 2006), particularly since bullying can be explained via equifinality in that there appear to be multiple pathways to bullying behaviors (Cicchetti & Rogosch, 1996; Von Bertalanffy, 1951). Two theories that have a great deal of evidence supporting their applicability to bullying behaviors were used to guide this study.



**Social ecological theory.** Bullying is a complex phenomenon that requires a broad examination of multiple types and levels of environmental influences on students' behaviors (Barboza et al., 2009; Swearer & Doll, 2001; Swearer & Espelage, 2004), which is accomplished via social ecological theory. Social ecological theory proposes that human development must be considered in terms of a bidirectional interaction between individuals and their environments (Bronfenbrenner, 1979). This is consistent with Lewin's (1936) assertion that human behavior is a function of the interaction between individuals and their environments, expressed in the formula  $B=f(P,E)$ . Bronfenbrenner (1979) proposed that the environment consists of multiple systems, which differ in their proximity to the individual. The microsystem refers to the immediate setting (e.g., one's relationship with a parent) whereas the mesosystem consists of relationships between two or more settings relevant to the individual (e.g., the relationship between one's parent and teacher). The exosystem is composed of one or more settings that affect the individual but in which he or she is not directly involved (e.g., a parent's workplace). The macrosystem comprises the broader society and culture, which includes commonly held beliefs and attitudes (e.g., societal norms regarding parenting practices). Social ecological theory has been used to help explain and predict bullying behaviors (Espelage & Swearer, 2009; Orpinas & Horne, 2006; Swearer & Doll, 2001; Swearer & Espelage, 2004).

Rather than claim that bullying stems entirely from environmental factors, social ecological theory and its acknowledgement of multiple influential levels or systems allows for individual factors to play a key role in bullying. According to research, some individual factors associated with bullying perpetration include: depression (Ferguson,

San Miguel, & Hartley, 2009), the endorsement of masculine traits (regardless of gender; Gini & Pozzoli, 2006; Navarro, Larrañaga, & Yubero, 2011), conduct problems (Cook et al., 2010; Viding et al., 2009), callous-unemotional traits (Muñoz et al., 2011; Viding et al., 2009), antisocial personality traits (Ferguson et al., 2009; Vaughn et al., 2010), susceptibility to peer pressure (Monks & Smith, 2006; Pepler et al., 2008), anxiety, particularly social anxiety, (Craig, 1998; Kaltiala-Heino et al., 2000), and moral disengagement (Caravita et al., 2012; Hymel, Rocke-Henderson, & Bonanno, 2005; Pepler et al., 2008). Researchers (e.g., Craig & Pepler, 1997) have asserted that bullying is too complex a phenomenon to be adequately explained by individual factors alone. Consistent with this assertion, a multitude of environmental factors are associated with bullying perpetration.

Family factors associated with bullying perpetration include: having family members involved in gangs (Espelage & Swearer, 2010), poor parental supervision (Cook et al., 2010; Espelage et al., 2000; Low & Espelage, 2012; Pepler et al., 2008), negative family environment (Espelage & Swearer, 2010; Ferguson et al., 2009), parental conflict (Pepler et al., 2008), exposure to domestic violence (Baldry, 2003; Bowes et al., 2009), lack of parent emotional support (Barboza et al., 2009), authoritarian parenting (Baldry & Farrington, 1999), inappropriate discipline (Curtner-Smith, 2000; Espelage et al., 2000), parental abuse (Bowes et al., 2009; Strassberg, Dodge, Pettit, & Bates, 1994), family violence (Low & Espelage, 2012), and low parental communication (Pepler et al., 2008). Ultimately, it appears as though both modeling of aggression within the home as well as the lack of appropriate parental supervision contribute to youths' likelihood of perpetrating bullying behaviors.

Peer factors associated with bullying perpetration include association with aggressive peers (Espelage et al., 2003; Ferguson et al., 2009; Mouttapa et al., 2004; Pepler et al., 2008), peer norms in favor of bullying (Craig & Pepler, 1997; Salmivalli, Huttunen, & Lagerspetz, 1997), higher social status among peers (Cillessen & Mayeux, 2007; Sandstrom & Coie, 1999), ‘tough’ reputation among peers (Rodkin, Farmer, Pearl, & Van Acker, 2000), more friends (Barboza et al., 2009), high levels of peer conflict (Pepler et al., 2008), victimization by peers (Barboza et al., 2009), and negative relationships with classmates (Bacchini, Esposito, & Affuso, 2009). Causality is difficult to establish since evidence suggests that homophily (i.e., similarity in important attitudes and behaviors in a group; Kandel, 1978; Kandel, Davies, & Baydar, 1990) results from two processes: selection, in which individuals choose to affiliate with peers similar to themselves, and socialization, in which peers influence each other (Berndt, 1982; Kandel, 1978). That is, students are more likely to befriend peers with whom they share similarities (i.e., selection) and homophily continues to increase as peers continue to affiliate (i.e., socialization; Kandel, 1978).

School factors associated with bullying perpetration include: inappropriate teacher responses to bullying (e.g., failing to intervene in bullying situations, Bauman & Del Rio, 2006), poor teacher-student relationships (Doll et al., 2004), negative and punitive school climates (Barboza et al., 2009; Kasen, Berenson, Cohen, & Johnson, 2004), lack of teacher support (Barboza et al., 2009), negative teacher-student relationships (Bacchini et al., 2009), and lack of inclusion in school activities (Barboza et al., 2009). It has been hypothesized that students who perceive their schools as being unfriendly, unfair, and/or unsafe are less motivated to follow school rules and show respect for others, causing

and/or maintaining bullying behaviors, and to report bullying they experience, perpetuating victimization (Guerra et al., 2011). In fact, there is some research to suggest that students are less likely to report bullying when they perceive their school climate as negative (Unnever & Cornell, 2004) and more likely to report bullying when they perceive their school climate as positive (Syvertsen, Flanagan, & Stout, 2009).

Some community factors are associated with bullying perpetration. These include living in negative or unsafe neighborhoods (Chaux, Molano, & Podlesky, 2009; Espelage et al., 2000; Youngblade et al., 2007), association with gangs (Viljoen, O'Neill, & Sidhu, 2005; White & Mason, 2012), and high concentration of poverty (Bradshaw et al., 2009). Although societal factors are more difficult to study, research has found that societal factors associated with bullying perpetration include violent media, such as video games (Ferguson et al., 2009; Janssen, Boyce, & Pickett, 2012; Olson et al., 2009) and excessive TV viewing (Barboza et al., 2009; Zimmerman, Glew, Christakis, & Katon, 2005). It is posited that societal attitudes in favor of violence are reflected in these media (Barboza et al., 2009). Youths who live and operate within a community and larger culture in which aggression is modeled and/or condoned are at heightened risk for perpetrating bullying behaviors.

Ultimately, bullying behaviors do not occur in a vacuum. That is, bullying behaviors do not stem solely from individual characteristics. On the other hand, neither is bullying completely externally driven. Rather, bullying behaviors stem from a complex interaction between an individual and his/her environments, both immediate and more distant. This is consistent with the plethora of research, some of which was reviewed here, that links bullying behaviors with a number of environmental factors. Thus, researchers

(e.g., Garrity et al., 1994; O'Donnell, Hawkins, & Abbott, 1995; Swearer & Espelage, 2004) have asserted that multiple systems must be targeted in order for bullying prevention and intervention programs to be effective. In fact, the CDC (2013) has adopted a social ecological model, including individual, relationship, community, and societal factors, to utilize for violence prevention in general. Thus, there is much support for the application of social ecological theory to the phenomenon of bullying and, specifically, to bullying prevention and intervention (e.g., Rodkin, 2004; Swearer & Espelage, 2004).

***Limitations of social ecological theory.*** Evidence suggests that the associations between bullying behaviors and individual and/or environmental factors cannot be simply and easily explained. That is, certain factors may be both predictors and/or consequences of bullying behaviors. For example, family conflict may both lead to and stem from a student's bullying behaviors (Christie-Mizell, 2003; Low & Espelage, 2012). Similarly, although associating with aggressive peers may cause and/or contribute to a student's bullying behaviors, it is also the case that students who bully are more likely to associate with aggressive peers (Berndt, 1982; Kandel, 1978). Given the hypothesized reciprocal interaction between individuals and their environments, evidence that certain factors may be both predictors and consequences of bullying behaviors does not necessarily contradict social ecological theory. However, the fact that these reciprocal interactions are difficult to test is a limitation to social ecological theory (Espelage & Swearer, 2009).

Social ecological theory is also limited by the fact that its broadness and inclusion of all conceivable environmental factors leaves it virtually irrefutable. That is, any relationship between the individual and his/her environment could conceivably support

social ecological theory whereas only by proving that there is no association between individuals and any aspect of their environments could we falsify social ecological theory. This is problematic given the assertion that theories must be falsifiable in order to be scientific (Popper, 1959; see also Ferguson & Heene, 2012; Johnson, Wiersema, & Kuntsi, 2009). Yet, it has been asserted that some theories, by nature, are unfalsifiable (Wallach & Wallach, 2010) and that theories must simply be able to describe, explain, and predict behaviors (Berk, 2009). As previously described, social ecological theory has been and continues to be used to describe, explain, and predict a wide range of human behaviors, including bullying, so its usefulness is clear. However, the extent to which social ecological theory is truly a theory is debatable. Perhaps in response to this quandary, some researchers (e.g., Hong & Garbarino, 2012; Stanley, Boshof, & Dollman, 2012) have conceptualized and utilized a social ecological *framework* or *model* rather than a *theory* per se.

**Summary.** Whether used as a theory or a framework, a social-ecological perspective is useful in conceptualizing the many diverse individual and environmental factors that may cause and/or contribute to bullying behaviors. A more specific theory that also considers individual and environmental factors, which also guides this study, is described below.

**Social cognitive theory.** Bandura's (1986) social cognitive theory is an updated version of social learning theory, developed by Miller and Dollard (1941) and expanded upon by Bandura (1977). Social learning theory proposed that individuals learn many behaviors not via direct instruction but, rather, by observing other people's behaviors and the consequences that follow (Bandura, 1977). This is called observational learning or

modeling. In order for observational learning to occur, individuals must (a) attend to the modeled behavior, (b) encode images of the modeled behavior, (c) reproduce those images in one's own behaviors, and (d) be motivated to perform the behavior. The motivational component is tied to individuals' observations of the consequences that follow certain behaviors; specifically, individuals are more likely to engage in a behavior they have learned via observational learning if the consequences are valued and rewarding (i.e., reinforced) as opposed to being punished. Likewise, if the consequences of a particular behavior are more punishing and less reinforcing, individuals will be motivated to refrain from engaging in that behavior.

Social cognitive theory hinges on the same basic principles as social learning theory (Bandura, 1986). However, social cognitive theory emphasizes the role of cognitions in determining individuals' behaviors (Bandura, 1986). Specifically, social cognitive theory posits that there is a continuous interaction between the social environment (e.g., witnessing others' behaviors), internal stimuli (e.g., cognitions), and behaviors; this interaction is referred to as reciprocal determinism and, given the three key components (i.e., social environment, internal stimuli, and behaviors), is said to be triadic in nature (Bussey & Bandura, 1999; Orpinas & Horne, 2006). This triadic reciprocal determinism can be seen in observational learning in that individuals make cognitive evaluations of the behaviors of individuals in their social environments and the consequences that follow those behaviors; students then selectively emulate the behaviors they think are appropriate and will lead to reinforcement (Bussey & Bandura, 1999).

Social cognitive theory has been applied to aggressive behaviors (Bandura, Ross, & Ross, 1961; Bandura, 1978) and, thus, may be applied to the study of bullying by

explaining how children and adolescents learn to bully (i.e., via observational learning). Cognitions regarding the appropriateness of bullying and beliefs regarding the likelihood of positive versus negative consequences affect the likelihood that youths will engage in the bullying behaviors they have learned.

Many studies demonstrate a link between observing bullying and other aggressive behaviors and perpetration of bullying behaviors among children and adolescents. For example, youths who are exposed to domestic violence in their homes are significantly more likely to bully others than those who are not exposed to domestic violence (Baldry, 2003; Bowes et al., 2009). Children and adolescents who socialize with aggressive peers are more likely to perpetrate acts of aggression than youths who do not associate with aggressive peers (Moultapa et al., 2004). Evidence suggests that children who live in neighborhoods judged to be less safe (i.e., characterized by more violent behaviors) are more likely than those who live in safer neighborhoods to engage in bullying behaviors (Espelage et al., 2000; Youngblade et al., 2007). Finally, children who watch more television, and thus have more opportunities to witness acts of bullying and aggression, are more likely to engage in bullying behaviors than peers who watch less television (Zimmerman et al., 2005). Although there are many possible explanations for the correlation between exposure to bullying and the perpetration of bullying and aggressive behaviors, social cognitive theory asserts that this link emerges as a result of the observational learning that occurs upon witnessing acts of bullying and aggression. Consistent with this assertion, some research has found that, among several groups of factors, modeling factors are the most strongly related to bullying behaviors (Curtner-Smith, 2000).



Clearly, children and adolescents have numerous opportunities to learn to bully via observational learning. However, not all youths who are exposed to bullying and aggression will actually emulate those behaviors. This is where the critical roles of cognition and reinforcement come into play. Beginning with cognitions, evidence suggests that youths are less likely to engage in bullying behaviors if they think these behaviors are unacceptable. In research studies, cognitions surrounding bullying are generally combined with emotions and tendencies to engage in bullying to indicate students' attitudes toward bullying (pro-bullying or anti-bullying). Studies suggest that students holding anti-bullying attitudes are significantly less likely than those holding pro-bullying attitudes to perpetrate bullying behaviors (Boulton et al., 2002; Poteat, Kimmel, & Wilchins, 2010; Salmivalli & Voeten, 2004; Williams & Guerra, 2007). Thus, studies consistently show that attitudes toward bullying explain (Boulton et al., 2002) and predict (Poteat et al., 2010; Salmivalli & Voeten, 2004) bullying behaviors. Therefore, although many children and adolescents may learn to bully via observational learning, only those who hold pro-bullying attitudes are likely to actually engage in bullying behaviors. It is important to note, however, that attitudes contain cognitive, affective, and behavioral components and reflect a mental state of readiness that influences the likelihood that one will engage in a given behavior in the future (Allport, 1935; Fazio & Olson, 2007). Therefore, pro-bullying attitudes do not always lead to bullying behaviors. Many factors may affect the likelihood that one will engage in bullying behaviors, one of which is the likelihood of positive versus negative consequences.

According to social cognitive theory, children and adolescents tend to avoid behaviors which they believe will be punished and, instead, engage in behaviors which

they believe will be rewarded (Bandura, 1977). Thus, if this theory is correct, one must assume that youths who perpetrate bullying believe that they will be rewarded in some way (e.g., increased social status, access to resources). Further, in order for the bullying behaviors to be maintained and repeated over time, youths must actually encounter reinforcement as a result of their bullying behaviors. Consistent with social cognitive theory, family members (Bandura, 1978) and peers (Craig & Pepler, 1995; Mouttapa et al., 2004; O'Connell, Pepler, & Craig, 1999) may reinforce individuals' bullying behaviors (e.g., via praise or acceptance). In fact, one study found that students who bullied on the playground were reinforced by their peers for the bullying behaviors in the majority (i.e., 81%) of incidents (Craig & Pepler, 1995). Therefore, the significant individuals in youths' lives, particularly family members and peers, impact whether youths believe that bullying is acceptable or not and whether it will be rewarded or punished.

Based on the evidence, it appears as though children and adolescents who are most likely to engage in bullying are those who: (a) are exposed to bullying and other aggressive behaviors, (b) endorse pro-bullying attitudes, and (c) interact with individuals who overtly or covertly indicate that bullying is acceptable and reinforce the bullying behaviors of these youths. Clearly, exposure to bullying, supportive attitudes toward bullying, and the expressed attitudes and behaviors of family members, peers, and other individuals are related. For example, parents who condone bullying behaviors may model those behaviors for their children, indicate that they support bullying, and reinforce their children's bullying behaviors, all of which are likely to encourage their children to hold pro-bullying attitudes and engage in bullying behaviors.

In summary, the more children and adolescents witness bullying and other aggressive behaviors, the more likely they are to perpetrate bullying behaviors themselves. Further, evidence suggests that youths who hold pro-bullying attitudes are more likely to perpetrate bullying behaviors than youths who hold anti-bullying attitudes. Finally, evidence suggests that there are multiple ways in which youths might be reinforced for their bullying behaviors. Together, these bodies of evidence support the application of social cognitive theory to bullying behaviors.

*Limitations of social cognitive theory.* There are some limitations of the application of social cognitive theory to bullying behaviors. For example, it is not yet clear whether cognitions and attitudes in favor of bullying precede or follow bullying behaviors. One possibility is that youths who learn to bully via observational learning may also learn the cognitive distortions that accompany those bullying behaviors (Orpinas & Horne, 2006). That is, youths may hear individuals verbally rationalize or justify their bullying behaviors and/or may infer the cognitions that accompany others' bullying behaviors and, subsequently, learn to think in a similar fashion. In this scenario, pro-bullying attitudes are theorized to precede the bullying behaviors. Yet another possibility is that pro-bullying attitudes follow the bullying behaviors in that these attitudes are developed in order to reduce cognitive dissonance experienced after bullying others (Festinger, 1962; see also Pellegrini, Bartini, & Brooks, 1999). Specifically, students who bully may begin to experience negative emotions (e.g., guilt, shame) as a result of their behaviors and, to reduce these uncomfortable feelings, begin to believe that their bullying behaviors were necessary or justified. Both explanations are plausible, so the directionality of the relationship between cognitions and beliefs and actual bullying

behaviors is not entirely understood. More research is needed to better understand the exact role of cognitions and attitudes as they relate to bullying behaviors in the context of social cognitive theory.

### **Need for Bullying Prevention and Intervention**

It has been established that bullying is a prevalent problem in that the majority of students will be involved in bullying at some point during their school careers. Bullying is associated with a plethora of negative outcomes for all students involved, both directly and indirectly, making it a costly problem for society. Given that bullying behaviors are prevalent and relatively stable, bullying behaviors can be expected to begin and persist in the absence of effective prevention and intervention programs. Social ecological theory and social cognitive theory, as well as the evidence that supports these theories, point to numerous factors that may cause and/or contribute to bullying behaviors. Thus, there are many potential pathways for bullying prevention and intervention.

**Research on bullying prevention and intervention.** Following a review on the research on extant bullying prevention and intervention problems, two critical issues emerged. First, there is a serious lack of evaluative research on the effectiveness of many extant bullying prevention and intervention programs (Hui et al., 2011). Second, what evaluative research has been conducted has yielded mixed results in terms of finding positive, negative, or negligible effects of bullying prevention and intervention programs. In an effort to deduce the actual impacts of these programs, some researchers have undertaken meta-analytic reviews.

*Meta-analytic reviews of bullying prevention and intervention programs.* Smith and colleagues (2004) reviewed 14 studies that evaluated the effects of whole-school

anti-bullying programs, implemented in entire schools and directed toward all students. The average effects were below  $r=.10$  (ranging from  $-.07$  to  $.09$ ) for all but one study, which showed an average effect of  $r=.29$ . Thus, the majority of programs led to no significant positive effects. A review of 16 studies from 1980 through 2004 with a combined sample size of 15,386 kindergarten through 12<sup>th</sup> grade participants yielded similar results (Merrell et al., 2008). Looking at the various positive outcomes measured in the studies they reviewed, Merrell and colleagues (2008) found the average effect sizes to range from  $-.3.81$  to  $3.31$ ; looking at each effect size individually, there were 39 significant positive effects and 8 significant negative effects. Overall, the programs appeared to do more good than harm, but their positive effects were limited; further, what positive effects were found tended to relate more to non-behavioral outcomes (i.e., knowledge and perceptions of bullying; attitudes toward bullying) than the anticipated behavioral outcomes (i.e., actual reductions in bullying and victimization). Similarly, a meta-analysis that reviewed 16 evaluation studies found that only half (i.e., 8) produced desirable effects (Baldry & Farrington, 2007). Of the remaining 8 studies, 4 produced small or negligible effects, 2 produced mixed effects, and 2 produced negative effects. A larger meta-analysis that reviewed 42 studies published between 1995 and 2006 with a combined sample size of 34,713 participants found that, although the combined effect could be considered to be significant ( $r=.12$ ), the actual size of the impact ranged from 1%-3.6% (Ferguson et al., 2007). The highest impact, still being low, was found only for high-risk children; thus, the effect for the average child was on the lower side of this already low range. Thus, in all these meta-analytic reviews, it was concluded that the

bullying prevention and intervention programs reviewed produced negligible positive effects in the youths they served.

Another meta-analysis that examined research studies on the effectiveness of bullying prevention and intervention programs published between 1983 and May of 2009 concluded that the programs were largely effective in reducing bullying behaviors (Farrington & Ttofi, 2009). Overall, 17 of the 41 studies showed significant (i.e.,  $p < .05$ ) reductions in victimization and 14 of the 41 studies showed significant (i.e.,  $p < .05$ ) reductions in bullying behaviors. However, the majority of studies did not yield significant decreases in bullying or victimization and the authors noted that the programs appeared to be less effective in the United States and Canada compared to European countries. Further, a limitation of this meta-analysis is the fact that the majority of studies reviewed utilized the Olweus Bullying Prevention Program (OBPP) or variations of OBPP.

A more recent meta-analysis undertaken by Polanin, Espelage, and Pigott (2012) analyzed studies examining the effectiveness of 12 school-based anti-bullying programs in terms of increasing positive bystander intervention. Overall, the programs were successful, evidenced by a significant (i.e.,  $p < .001$ ) increase in positive bystander intervention in bullying. However, Polanin and colleagues (2012) were careful to note that encouraging bystanders to intervene in bullying situation is a necessary but not sufficient aspect of bullying prevention and intervention. Thus, programs such as these must not replace programs intended to decrease bullying behaviors.

Ultimately, the majority of studies have not yielded positive effects pertaining to the effectiveness of extant bullying prevention and intervention programs in terms of

reducing bullying behaviors. Although some studies have yielded significant positive results, many positive results pertain to increases in bystander intervention, knowledge of bullying, and attitudes toward bullying rather than actual decreases in bullying behaviors.

**Effective bullying prevention and intervention programs.** A literature review revealed that only a handful of bullying prevention and intervention programs have been regularly evaluated (i.e., three or more published studies). A brief description of these programs and a review of the studies that have evaluated them are presented below.

***Bully Busters.*** *Bully Busters* is a classroom program that was developed to reduce aggressive and bullying behaviors by helping educators to improve the school climate (Newman et al., 2000). *Bully Busters* includes elementary (Newman et al., 2000), middle (Newman-Carlson & Horne, 2004) and, recently, high school components (Horne et al., 2012). This program aims to increase educators' knowledge of aggressive and bullying behaviors, awareness of such behaviors in the school setting, and effectiveness in dealing with these behaviors. Educators are encouraged to act as positive role models and educate students on aggressive and bullying behaviors as well as effective social and conflict-resolution skills. All of these program components aim to reduce students' exposure to and perpetration of aggressive and bullying behaviors.

Research has shown that teachers who implement *Bully Busters* showed increases in both knowledge and intervention skills compared to their pre-intervention knowledge and skill levels (Howard, Horne, & Jolliff, 2001) and those of control teachers (Newman-Carlson & Horne, 2004). Some research shows that teachers' personal self-efficacy as well as self-efficacy in working with specific types of children significantly increased (Newman-Carlson & Horne, 2004) whereas other studies found no significant change in

self-efficacy in working with specific types of children (Howard et al., 2001) or self-efficacy related to the ability to change students' behaviors (Bell et al., 2010).

Looking at student outcomes, evidence suggests that students' bullying behaviors significantly decreased following the intervention (Howard et al., 2001; Newman-Carlson & Horne, 2004; Orpinas, Horne, & Staniszewski, 2003). However, reductions in bullying behaviors varied by age and grade level; one study found 19% and 23% reductions in victimization for kindergarten through second grade students and third through fifth grade students, respectively, whereas there was a 40% reduction in aggression among kindergarten through second grade students and no significant decline in aggression among third through fifth grade students (Orpinas et al., 2003). Further, another study found no significant differences in students' perceptions of levels of victimization, classroom climate, or school safety problems (Bell et al., 2010). Given these mixed results, more research is needed to examine the ability of *Bully Busters* to effect change in teachers' and students' knowledge, beliefs, and most importantly, behaviors.

***Bully-Proofing Your School.*** *Bully-Proofing Your School* (BPYS; Garrity et al., 1994) is a bullying prevention and intervention program that is implemented school-wide and aims to improve the school climate. BPYS is unique in that it includes early childhood (McCarnes, Nelson, & Sager, 2005) elementary (Garrity et al., 1994), middle (Bonds & Stoker, 2000), and high school (McDonald & Stoker, 2008) curriculum books; additionally, a parents' guide is available in both English and Spanish (Garrity, Baris, & Porter, 2000). BPYS requires that all school members be involved in BPYS, namely in consistently enforcing school rules and expectations (Garrity et al., 1994; Porter, Plog, Jens, Garrity, & Sager, 2010). School personnel are encouraged to effectively supervise



students, learn to effectively intervene in bullying, develop and share policies on the consequences for bullying behaviors, and express the attitude that bullying is not to be tolerated. Students are taught anti-bullying behaviors and encouraged to adopt anti-bullying attitudes. In this way, BPYS aims to create a caring majority among students who discourage bullying and intervene effectively when they see bullying occurring. Students deemed more in-need of supports may attend small groups, which are divided into groups for ‘victims’ and for ‘bullies.’ Although BPYS is a manualized program, schools are encouraged to adapt the program to meet their own unique needs and make use of their resources. BPYS was originally developed to be used in elementary schools but has since been adapted for use in middle and high schools.

Research on the effectiveness on BPYS appears to be limited. One study found that principals in elementary schools in which BPYS was implemented reported large decreases in suspensions and office referrals (Berkey, Keyes, & Longhurst, 2001). School staff members observed students using problem-solving strategies taught to them as part of the BPYS curriculum but noted that students were less likely to use these outside of the classroom. At the middle school level, school staff members reported seeing improvements in students’ behaviors in terms of using problem-solving and eliciting help from adults to resolve conflicts. Further, decreases in tardies, classroom disruptions, and off-task behavior were observed. No direct effects were observed at the high school level. A quantitative study found that elementary school students reported feeling significantly safer going to and from school as well as in the classroom, cafeteria, and on the playground (Epstein, Plog, & Porter, 2002). Furthermore, all forms of bullying surveyed (i.e., physical, verbal, and social) showed a significant decrease over the period during

which BPYS was implemented (i.e., four years). When compared to students who had not received the intervention, students who had received the intervention reported significantly lower levels of bullying perpetration and significantly higher perceived safety. In another longitudinal study, participants in treatment and control schools were compared on several different outcomes; students in the treatment schools generally reported more positive attitudes, behaviors, and school climate (Menard, Grottpeter, Gianola, & O'Neal, 2008). Although there was some evidence for improved perception of school safety for treatment students, this finding was somewhat weak. Overall, the findings for elementary school students were much stronger than those for middle school students. Thus, although BPYS has been expanded to be suitable for elementary, middle, and high school students, the program appears to be more effective for elementary school students.

There is some support for BPYS, particularly at the elementary level, but more research is needed to examine the impact of this intervention on bullying and related behaviors, especially for middle and high school students

***Creating a Peaceful School Learning Environment.*** *Creating a Peaceful School Learning Environment* (CAPSLE; Twemlow, Fonagy, & Sacco, 2001) is a school-wide program that aims to decrease aggressive attitudes and behaviors (Biggs, Vernberg, Twemlow, Fonagy, & Dill, 2008; Twemlow et al., 2001). CAPSLE requires all school staff members and students to be trained and directly involved in the program (Fonagy et al., 2009; Twemlow et al., 2001). Adults are taught to mentor students, show no tolerance for bullying behaviors, and develop and enforce disciplinary plans that promote prosocial

behaviors; students are taught self-regulation skills through means such as role-playing and martial arts (i.e., as a “peaceful warrior;” Twemlow et al., 2008).

Studies that have compared schools in which CAPSLE versus no program was implemented have found many differences between treatment and control students. Students in control schools showed increases in victimization, aggression, and aggressive bystanding (Fonagy et al., 2009). Students in treatment schools showed decreases in suspensions and office disciplinary referrals (Twemlow et al., 2001), peer-reported victimization and self- and peer-reported aggression (Fonagy et al., 2009), and increases in academic achievement. In a study that compared students in schools with no intervention, treatment as usual, or CAPSLE, results showed that students in the CAPSLE schools showed significant decreases in off-task behaviors and disruptive behaviors in the classroom whereas there were no changes in the control or treatment as usual schools (Fonagy et al., 2009). There were no differences across the three schools in helpful bystanding, beliefs in the legitimacy of aggression, or self-reported victimization. While CAPSLE appears to result in some positive outcomes, more research, particularly research undertaken by individuals unaffiliated with its development, is needed.

***Olweus Bullying Prevention Program.*** The *Olweus Bullying Prevention Program* (OBPP) was developed to decrease bullying behaviors and prevent future bullying behaviors from occurring (Olweus, 1993a), largely by restructuring the environments in which children live to decrease opportunities to bully as well as rewards for bullying (Limber, 2006). OBPP primarily focuses on the school setting and involves training teachers and other school staff members, students, and students’ parents, and involving them in the program. There are four key principles of the OBPP, all of which aim to

create a positive school climate. These principles include: (a) adult involvement, interest, and warmth, (b) setting and consistently enforcing clear behavioral rules (c) non-punitive, nonphysical consequences contingent upon rule infractions, and (d) adults who act as authorities and positive role models (Limber, Nation, Tracy, Melton, & Flerx, 2004; Olweus, 1993a). These principles can and should be applied at the school, classroom, and individual levels (Olweus, 1993a). The OBPP has been implemented in numerous schools, school districts, and countries; in the U.S., the OBPP is often slightly modified by creating and enforcing rules governing behaviors at the school rather than classroom level to better achieve consistency in behaviors and consequences for students who frequently switch teachers and classrooms throughout the day (Limber et al., 2004).

Research findings on the effectiveness of the OBPP in decreasing bullying behaviors have been mixed. In Norway, the program has been found to decrease students' exposure to direct bullying and indirect bullying as well as students' perpetration of bullying behaviors after 8 and 20 months of the intervention being implemented; this finding held for boys and girls and all grades sampled (i.e., grades five through seven; Olweus, 1993a). A program based on the OBPP implemented in Ireland found a significant reduction in students' bullying perpetration and victimization (O'Moore & Minton, 2005). In a study that implemented OBPP in 10 middle schools in the United States, there were no overall decreases in victimization or bullying; however, when separated out by race/ethnicity, it was found that victimization decreased by 28% among Caucasian students (Bauer, Lozano, & Rivara, 2007). In another study, in which OBPP was implemented in 6 school districts in the United States, there was a significant decrease in bullying perpetration from baseline to one year following the intervention

(Limber et al., 2004). However, this result was only partially sustained at two years following the intervention. Furthermore, there was a significant decrease in victimization and social isolation from baseline to one year but these findings were true of boys only. There were no significant differences in victimization or social isolation for boys or girls from baseline to year two. There were significant differences in bystander intervention for boys and girls from baseline to year one and year two but in the opposite direction as anticipated; bystander intervention significantly decreased following the intervention. Similarly, although this study (Limber et al., 2004) found that bullying incident density (BID) decreased by 45% following the intervention, another study found that students' bullying perpetration actually increased by 5% following implementation of the OBPP (Black & Jackson, 2007). A more recent study evaluated the impact of OBPP after it was implemented in over 70 elementary, middle, and high schools with roughly 100,000 students total; decreases in bullying behaviors were found across the age groups for both boys and girls and many positive effects were stronger following the second year compared to the first year of implementation (Schroeder, Messina, & Schroeder, 2012). Thus, while this and other studies lend support for the effectiveness of OBPP with a wide range of students over the long-term (i.e., two year period), some evidence suggests that this program may be less effective with girls as opposed to boys, in the United States as opposed to European countries, and students of minority races as opposed to Caucasian students.

***Steps to Respect: A Bullying Prevention Program.*** *Steps to Respect* (Committee for Children, 2001) is a comprehensive school-wide program designed to decrease bullying (Hirschstein & Frey, 2006). The program comprises a school-wide program

guide, staff training, and classroom curricula for students in grades three through six (Frey, Hirschstein et al., 2005; Hirschstein & Frey, 2006). The classroom curricula aim to teach students social-emotional skills and foster prosocial beliefs (Frey, Hirschstein et al., 2005). The staff training helps adults to be aware of school problems, particularly bullying, and respond appropriately to them.

The *Steps to Respect* program has a great deal of research support in the United States. A longitudinal study that compared control and treatment schools found that participants in the treatment group showed significant decreases in problem behaviors whereas problem behaviors remained stable or increased for participants in the control group (Frey, Hirschstein, Edstrom, & Snell, 2009). Among participants in the treatment group, continuing decreases in problematic behaviors were seen over time; rates of bullying and victimization decreased by 19.3% after the first year whereas these same behaviors decreased by 31.4% following the second year. Similarly, non-bullying aggression among participants in the treatment group decreased by 20% and 36.4% over years one and two, respectively. Furthermore, participants who had been uninvolved in problematic behaviors at baseline continued to remain uninvolved if they were in the treatment group but showed increases in these behaviors over the school year and across grades if they were in the control group. Therefore, *Steps to Respect* appears to have been effective in preventing and intervening in bullying in this study.

Other evidence suggests that *Steps to Respect* is also effective in reducing relational bullying given that participants showed significant decreases in spreading gossip about peers one year following the implementation of *Steps to Respect* in their schools (Low, Frey, & Brockman, 2010). Additionally, following implementation of

*Steps to Respect*, students in the treatment group reported that they were less accepting of bullying and aggression, felt more responsible to intervene in bullying in which their friends were perpetrators, and reported greater perceptions of school staff members being responsible to bullying behavior when compared to peers in the control group; all of these differences reached statistical significance (Frey, Hirschstein et al., 2005). A more recent study (i.e., Brown, Low, Smith, & Haggerty, 2011) also found that *Steps to Respect* resulted in significant decreases in bullying, improvements in school climates (i.e., for staff and students), and increased school anti-bullying policies. Despite the positive effects of *Steps to Respect*, it is important to note that some factors may mediate and/or moderate these effects. For example, one study found that rates of victimization only decreased among those students in the treatment group who had reported at baseline that they had support from friends; students in the control group showed no significant differences in their rates of victimization regardless of whether they had support from friends (Low et al., 2010). Therefore, *Steps to Respect* may not be entirely sufficient in protecting students from victimization. Additionally, since *Steps to Respect* was designed for elementary school students, it may not be effective with middle or high school students.

***Second Step: A Violence Prevention Curriculum.*** Created by the same team that developed *Steps to Respect*, *Second Step* (Committee for Children, 2002) is a school-based program that aims to decrease aggressive behaviors while increasing prosocial behaviors through staff and student training (Committee for Children, 2002; Cooke et al., 2007; Frey, Nolen, Van Schoiach Edstrom, & Hirschstein, 2005). Teachers and other school staff members are taught to make use of adult and peer modeling, coaching,

cueing, and role-playing to help students build critical social-emotional skills (Cooke et al., 2007). Interestingly, Committee for Children is phasing out *Steps to Respect* and, instead, is adding a Bullying Prevention Unit to *Second Step* (Committee for Children, 2015). The Bullying Prevention Unit was developed for students in kindergarten through fifth grade and utilizes story-based lessons in the classroom that aim to teach children how to recognize, report, and respond to bullying. Further, the Bullying Prevention Unit includes family components, which aim to help parents/guardians understand bullying and support their children by helping them extend and apply the material they learn in school within their homes and communities. However, because this unit is so new, it has not yet been empirically evaluated. Research on the traditional *Second Step* program is presented below.

Comparisons made before and after the *Second Step* intervention showed significant increases in teacher-reported prosocial behavior (McMahon & Washburn, 2003), knowledge and skills, empathy, positive coping, caring and cooperative behavior, consideration of others, and suppression of aggression (Cooke et al., 2007). Studies that compared control and treatment schools in which *Second Step* was implemented found that students in treatment schools showed a greater decrease in office referrals for rule infractions (i.e., 51% decline in treatment schools versus 7.5% for comparison schools; Sprague et al., 2001) and greater increases in social competence (Taub, 2001). Furthermore, students in treatment schools showed decreases in aggressive behaviors (Espelage, Low, Polanin, & Brown, 2013; Frey, Nolen et al., 2005), the amount of adult supervision they required (Frey, Nolen et al., 2005), and antisocial behaviors (Frey, Nolen et al., 2005). Students in treatment and control schools did not differ in their



perceptions of school safety (Sprague et al., 2001), internalizing problems (Holsen, Smith, & Frey, 2008), or perpetration of homophobic teasing or sexual violence (Espelage et al., 2013).

Some results showed gender and grade differences. Girls but not boys in the treatment schools showed increases in cooperative behaviors relative to peers in the control schools (Frey, Nolen et al., 2005). Third grade students in treatment schools showed significantly greater gains in knowledge than their peers in control schools whereas there were no differences between fourth grade students in treatment and control schools (Hart et al., 2009). Among sixth grade students in treatment schools, boys but not girls reported lower externalizing problem behaviors whereas girls but not boys showed greater social competence compared to peers in control schools (Holsen et al., 2008). Because many of these studies have utilized diverse populations, such as youths living in poverty (Taub, 2001) and African American youths attending inner-city schools (McMahon & Washburn, 2003), we can be more confident in the generalizability of these results. Still, the extent to which *Second Step* is effective with older students is questionable.

#### **Limitations of extant bullying prevention and intervention programs.**

Although the reviewed programs appear to have the most published research support of extant bullying prevention and intervention programs, they show limitations in the effectiveness of the program with certain groups (e.g., students residing in the United States, girls, and older youths). Additionally, there are other problems and/or limitations with these and other extant programs, described in more detail below.

***Theoretical framework.*** Many bullying prevention and intervention programs were not developed from one or more theories on bullying (Swearer, Espelage, Vaillancourt, & Hymel, 2010). Yet, researchers (e.g., Orpinas & Horne, 2006; Ttofi & Farrington, 2008a; Ttofi & Farrington, 2008b) have asserted that effective bullying prevention and/or intervention efforts must be grounded in theory; that is, one or more theories must be used as a guide when developing a program in order to effectively direct efforts toward changing one or more factors that have a theoretical basis for decreasing students' bullying behaviors. As previously discussed, bullying is such a complex phenomenon that it is unlikely to be adequately explained by any single theory. Thus, ideally, it has been recommended that multiple theories be used to broadly understand bullying and victimization (Craig & Pepler, 1997) and guide the development of bullying prevention/intervention programs (Orpinas & Horne, 2006). Programs that lack a theoretical framework are inherently limited.

***Reduced effectiveness at the secondary level.*** There are fewer extant bullying programs designed for youths at the secondary (i.e., middle and high school) level compared to the elementary level (Connolly et al., 2000). Researchers (e.g., Berkey et al., 2001) found that simply adapting elementary level programs to the secondary level did not result in positive gains among students at the secondary level. Finally, as previously discussed, what programs have been developed for both the elementary and secondary level often show fewer positive results at the secondary level as compared to the elementary level (Berkey et al., 2001; Menard et al., 2008). It may be more difficult to intervene at the secondary level given that adolescents tend to have greater autonomy and, thus, multiple levels of factors (i.e., individual, family, peer, community, and societal)

may be causing and/or maintaining their bullying behaviors, necessitating that effective bullying prevention and/or intervention programs target multiple systems (O'Donnell et al., 1995). There are few effective bullying prevention/intervention programs for youths at the secondary level, possibly because it is more difficult to effectively prevent and/or intervene in bullying and aggressive behaviors at this developmental level.

The lack of effective bullying prevention and/or intervention programs at the secondary level is problematic for many reasons. First, since bullying has been found to increase following students' transitions to middle and high school (Long & Pellegrini, 2003), it follows that new middle and high school students are especially in need of bullying prevention and intervention programs. Further, it has been argued that older children might be more responsive to effective bullying prevention and intervention programs given their more advanced cognitive abilities and decreased impulsiveness (Farrington & Ttofi, 2009). Finally, since middle and high school students are involved in bullying in unique ways (e.g., are involved in more covert forms of bullying as well as related forms of violence), more bullying prevention and intervention programs specifically designed for secondary school students are needed (Connolly et al., 2000).

***Neglect of environmental factors.*** Since family dynamics may cause and/or contribute to bullying behaviors (Cook et al., 2010; Espelage et al., 2000; Low & Espelage, 2012; Pepler et al., 2008), it has been asserted that families must be involved in bullying prevention/intervention efforts (Hilton, Anngela-Cole, & Wakita, 2010). Additionally, many researchers (e.g., Garrity et al., 1994; O'Donnell et al., 1995; Swearer & Espelage, 2004) have argued that entire school communities and surrounding neighborhoods should be involved in bullying prevention/intervention efforts order to

help change the conditions and culture that allow bullying to occur. Thus, bullying prevention and intervention programs must take a social-ecological approach (Barboza et al., 2009; Rodkin, 2004; Swearer & Espelage, 2004). However, few programs (e.g., OBPP) involve families in a meaningful manner and, while many programs involve the entire school (e.g., BPYS, CAPSLE, OBPP, *Second Step*, *Steps to Respect*), none appear to involve the surrounding community.

***Problems with small groups.*** Some bullying prevention and intervention programs (e.g., BPYS) include small group programs within a larger, school-wide curriculum. While these programs have their place in a multi-tiered approach, as will be discussed, many small group approaches are problematic. For example, a common strategy is to group students who perpetrate bullying behaviors; however, research suggests that this may actually increase bullying behaviors as these students may reinforce each others' problem behaviors and faulty cognitions and/or attitudes (Dishion, McCord, & Poulin, 1999). Furthermore, the needs of bully-victims are often overlooked when they are grouped with students who are bully-perpetrators only, which is problematic since many students inhabit the bully-victim role (Dulmus et al., 2006; Nansel et al., 2001; Solberg & Olweus, 2003; Spriggs et al., 2007) and because this status is associated with the worst consequences of any bully/status group (Berkowitz & Benbenishty, 2012; Dukes et al., 2010; Klomek et al., 2007). Thus, it is not recommended that intervention programs group students who bully together and/or with the students they victimize. Interventions that utilize this strategy are unlikely to yield positive results in terms of decreased bullying behaviors.

***Punitive responses.*** While most schools in the U.S. have adopted zero tolerance policies, reviews of the research on the outcomes of these policies revealed that they did not improve school safety or school climate (American Psychological Association Zero Tolerance Task Force, 2008; Skiba & Rausch, 2006). Moreover, suspending and/or expelling students as a result of severely problematic behaviors has not been found to improve students' behaviors (Anderson & Kincaid, 2005; Farrington & Ttofi, 2009; Espelage & Swearer, 2008; Wong, 2004) and, in fact, may worsen behaviors (Anderson & Kincaid, 2005). Thus, researchers have called for more flexible systems of instruction and, when necessary, discipline in order to promote appropriate, prosocial behaviors among students in school settings (American Psychological Association Zero Tolerance Task Force, 2008). Positive Behavioral Intervention Supports (PBIS), a multi-tiered, behaviorally-based system, is one such example (Merrell, Ervin, & Gimpel, 2006).

Non-punitive disciplinary consequences appear to be especially beneficial for culturally and linguistically diverse (CLD) students and those with disabilities (Hallahan, Kauffman, & Pullen, 2009). Students belonging to one or more ethnic minority groups are more likely to be punished (Fenning & Rose, 2007), and punitive disciplinary consequences are thought to be inappropriate for students experiencing symptoms of behavioral and/or emotional disturbances (Hallahan et al., 2009). Thus, there is a need for more positive, less punitive consequences for bullying behaviors; multi-tiered systems such as Positive Behavior Intervention Supports, discussed in more detail below, address this need.

***Lack of tertiary supports.*** Current practices for reducing academic and behavioral problems in schools are encouraged to follow a multi-tiered approach (American

Psychological Association Zero Tolerance Task Force, 2008; Sugai, Sprague, Horner, & Walker, 2000), similar to that seen with response to intervention (Hallahan et al., 2009; Merrell et al., 2006) and PBIS (Merrell et al., 2006). Using a three-tiered approach in a school setting, first tier (i.e., universal) supports are delivered to all students (Merrell et al., 2006; Sugai et al., 2000). Second tier (i.e., secondary) supports generally comprise programs delivered to small groups of students at-risk for problems and/or experiencing problems. Finally, the third tier consists of more specialized, individualized supports designed to support the approximately 1-5% of students experiencing more complex and/or persistent problems (Sugai et al., 2000; Sugai & Horner, 2002). Third tier (i.e., tertiary) supports must include Functional Behavioral Assessment [FBA] and additional assessments that seek to uncover the factors causing and/or maintaining the problem behavior(s) (Shapiro, 2004) and to better understand why the first and second tiers failed to have the desired effect on a given student (Scott, Alter, Rosenberg, & Borgmeier, 2010).

School-wide bullying programs, which involve all students and, typically, all school staff members, are universal programs. Such programs have been utilized in order to better change the conditions that allow bullying to occur (Garrity et al., 1994; Swearer & Espelage, 2004). Furthermore, given that bullying is said to take place within a complex system that includes the individual, family, peer group, school, and community (Orpinas & Horne, 2006; Swearer & Espelage, 2004), a school-wide approach is considered to be superior to programs that only target the students directly involved in bullying (Garrity et al., 1994). Many extant bullying prevention/intervention programs, including the majority of those reviewed here (i.e., BPYS, CAPSLE, OBPP, *Second Step*,

*Steps to Respect*), do take a school-wide approach or, in the case of *Bully Busters*, a class-wide approach. Clearly, these programs form a critical component of effective bullying prevention and intervention.

Additionally, some programs are intended to be used with small groups of students or provide opportunities for small group work (e.g., BPYS). These may be conceptualized as secondary programs. Given the aforementioned limitations of small group work for aggression youth, secondary supports may not have as much utility in the context of bullying prevention and intervention as universal and tertiary levels of supports. However, when utilized with at-risk students and/or by grouping a myriad of students involved or not involved in bullying rather than solely bully perpetrators, secondary programs may be more appropriate.

There are few opportunities for tertiary supports for students involved in bullying. In fact, although some therapeutic interventions have been utilized with individual students who have perpetrated bullying behaviors, a search revealed no published information on individualized bullying prevention and/or intervention programs. While some programs (e.g., OBPP; Olweus, 1993a) encourage components to be individualized when needed, they provide little information on how to do so and fail to include critical components of tertiary programs (e.g., assessment).

Tertiary programs are needed because they (a) can be targeted to an individual youth's needs, (b) help get to the root of the problem behavior, and (c) involve important social agents (e.g., parents/guardians and school staff members) to a higher degree than universal and secondary supports (Shapiro, 2004, Walker et al., 1996). The need for targeted bullying prevention and intervention programs that are individualized for a

specific child has been documented by researchers who have studied the complexity of the bullying dynamic (e.g., Doll & Swearer, 2006; Sugimura & Rudolph, 2012). Further, it has been asserted that the heterogeneity in children's temperaments, reasons for bullying, and negative outcomes of bullying involvement necessitate individualized treatment (Sugimura & Rudolph, 2012). Tertiary programs, by nature, include assessments that help practitioners to better understand factors that may be causing and/or maintaining the problem behavior(s) (Scott et al., 2010; Shapiro, 2004). Furthermore, the fact that tertiary programs involve many social agents (e.g., teachers and parents) better allows these factors to be properly addressed in multiple settings (Walker et al., 1996). In fact, an important component of anti-bullying programs related to decreases in both bullying behaviors and victimization rates is a meeting between parents/guardians and school staff members (Farrington & Ttofi, 2009; Ttofi & Farrington, 2011). While some programs (e.g. BPYS; the Bullying Prevention Unit of *Second Step*) offer parent manuals so that the lessons learned at school can be reinforced at home, these manuals do not necessarily foster direct communication between teachers and/or other school staff members with parents.

Thus, tertiary supports offer many advantages over and above universal and secondary supports, which are needed for the small but significant population of students for whom universal and secondary programs are insufficient in helping them change their bullying behaviors.

***Need for assessment.*** A critical component that is missing from many extant bullying prevention and intervention programs is assessment of bullying and related problems (Diamanduros, Downs, & Jenkins, 2008; Hilton et al., 2010; Swearer et al.,



2009). This logically follows from the previous discussion, which stated that assessment is a vital component of tertiary support that is typically absent in terms of bullying prevention and intervention. As will be discussed, assessment serves two critical purposes (Finn & Tonsager, 1997).

Traditionally, assessments have been used to gather information about a client in order to facilitate communication about that client, including areas of strength and weakness, and to guide treatment (Finn & Tonsager, 1997). In the context of bullying interventions, assessments can yield information about the specific factors causing and/or maintaining an individual's involvement in bullying, which can then guide the types of intervention and treatment that will be most effective for that individual (Swearer et al., 2009). With attention to social-ecological theory (Bronfenbrenner, 1979), assessments can also be used to glean information about the available resources and constraints unique to the environments in which that individual lives (e.g., home, school) in order to utilize interventions that fit well into a given context.

In the traditional method of assessing just described, assessment is used to guide appropriate intervention; however, assessment may also be utilized as an intervention in and of itself (Finn & Tonsager, 1997). Therapeutic assessment (TA; Finn & Tonsager, 1997) operates via the premise that sharing assessment results with clients verbally and in writing helps to validate clients' experiences, reduce distorted ways of viewing themselves and the world, help them better understand the problems or difficulties they are experiencing, and provide an opportunity to collaboratively decide on future steps that are likely to mitigate their problems or difficulties (Finn, 2003; Finn & Tonsager, 1997). Studies (e.g., Finn & Tonsager, 1992; Newman & Greenway, 1997) as well as a

meta-analysis (Poston & Hanson, 2010) revealed many positive effects of TA, such as significant decreases in distress, increases in self-esteem, and greater satisfaction when compared to no assessment (Finn & Tonsager, 1992), identical assessment without feedback (Newman & Greenway, 1997), or alternative procedures, such as interviews plus nondirective therapeutic attention (Finn & Tonsager, 1992). The positive effects of TA have been found to emerge immediately and to be maintained two weeks following the feedback session (Finn & Tonsager, 1992; Newman & Greenway, 1997). Therapeutic assessment with children (TA-C) and adolescents (TA-A) involves parents in the assessment result sharing and has also been found to reduce negative symptoms (Austin, Krumholz, & Tharinger, 2012; Tharinger et al., 2009), increase self-esteem (Austin et al., 2012), and improve family functioning (Austin et al., 2012; Bower, 2010; Tharinger et al., 2009). Thus, TA appears to be effective for children, adolescents, and adults.

By incorporating assessments and collaborative feedback into bullying interventions, school mental health professionals are able to both yield immediate positive change in the student while gathering critical information that will help to plan for future interventions and supports; these two complementary benefits of assessment may be used to help a student exit the bullying dynamic in the short-term and stay out of bullying situations in the long-term. Sharing assessment results in a collaborative manner encourages a team approach to helping support a student. Given these benefits, it is critical that assessment be incorporated into bullying intervention efforts (Hilton et al., 2010; Swearer et al., 2009).

### **Target Bullying Intervention Program**

The T-BIP addresses many limitations of the extant bullying prevention and intervention programs previously described. First, the T-BIP has a solid theoretical framework in that it was developed from both social cognitive theory and social ecological theory. Additionally, since it was specifically developed to serve students 10-14, it is appropriate for older elementary school students as well as middle school students. More recently, the T-BIP has been modified to better meet the needs of younger elementary and high school students as well. The T-BIP makes an effort to consider critical environmental factors by assessing perceptions of school climate, incorporating discussion about family and peer factors, and, further, involves one or more parent(s)/guardian(s) and school staff member(s) in the follow-up meeting. Further, the T-BIP was designed to serve as an alternative to traditional, punitive consequences such as in-school or out-of-school suspensions. Being an individualized intervention, the T-BIP avoids the problems that plague small group bullying interventions; since the T-BIP is an individualized intervention that incorporates assessment and feedback, it satisfies the criteria for therapeutic assessment, and it is a tertiary intervention.

### **Purpose of Study**

The purpose of the current study was to evaluate two potential outcomes (i.e., increase in anti-bullying attitudes and decrease in bullying behaviors) of the T-BIP and to evaluate the acceptability of the T-BIP across student, counselor, and parent/guardian participants.

The first aim was to determine whether the T-BIP resulted in an increase in anti-bullying attitudes. From a cognitive-behavioral perspective, attitudes and behaviors are strongly related (Kendall, 2012) and, indeed, research suggests that attitudes toward

bullying predict bullying behaviors (Salmivalli & Voeten, 2004; van Goethem, Scholte, & Wiers, 2010). Therefore, increases in anti-bullying attitudes are likely to co-occur with decreases in bullying behaviors.

A second aim was to determine whether the T-BIP resulted in a decrease in the frequency of bullying behaviors perpetrated by participating students following the intervention. Bullying behaviors are especially meaningful to assess since many extant bullying interventions are successful in changing attitudes and unsuccessful in actually changing behaviors (Merrell et al., 2008).

Finally, the third aim was to determine the extent to which all involved parties (i.e., student participants, parents/guardians, and school staff members) found the T-BIP to be acceptable. It has been asserted that, no matter how effective a given intervention or program may be, it is unlikely to be used and/or produce the desired effects if and when one or more involved parties (i.e., students, parents/guardians, and/or school staff members) do not find the treatment to be acceptable (Elliott, Witt, Galvin, & Moe, 1986). Thus, it is critical to evaluate treatment acceptability as perceived by all involved members.

Given these three aims, the research questions are as follows:

- 1) Does the T-BIP result in an increase in anti-bullying attitudes?
- 2) Does the T-BIP result in a decrease in bullying behaviors?
- 3) Do involved parties find the T-BIP to be acceptable?
  - a. Do student participants report finding the T-BIP to be acceptable?
  - b. Do parents/guardians of student participants report finding the T-BIP to be acceptable?

- c. Do counselors of student participants report finding the T-BIP to be acceptable?

## CHAPTER 3

### Method

#### Participants

In this study, a total of four middle school students, two middle school counselors, and four parents/guardians participated. Originally, a fifth student and parent/guardian enrolled as participants. However, these participants dropped out of the study following the student's expulsion and subsequent enrollment at another school prior to participation in the T-BIP. All student participants were enrolled in one public Midwestern middle school, where the two counselors also worked.

All participants are described using pseudonyms. Student participants included Ryan, a 13-year-old Caucasian male, Parker, a 12-year-old Caucasian male, Jessa, a 12-year-old Caucasian female, and Addie, a 12-year-old biracial (i.e., Caucasian/Latina) female. Jessa was in sixth grade and Ryan, Parker, and Addie were in seventh grade. Counselor participants included Kate, a Caucasian female assigned to the sixth grade, and Mike, a Caucasian male assigned to the seventh grade. Parent/guardian participants included four Caucasian females, all of whom were biological parents of one of the student participants.

**Inclusion criteria for current study.** The current study utilized the following inclusion criteria.

***Referral.*** Student participants in the current study were referred by school staff members to participate in the T-BIP. Parties interested in referring a student for participation called or emailed the principal investigator [PI].

Following IRB approval for the current study, all students referred for the larger T-BIP study were considered for inclusion in the current study. Specifically, a referred student, his or her school counselor, and his or her parent/guardian were informed of the extra steps required for the current study and asked for their consent and assent to participate. Specifically, a parent/guardian was required to give consent for their child's participation and student participants were required to provide youth assent. Finally, the student's parent/guardian and counselor had to consent to their own participation in the research study. All parties were informed of the potential risks and benefits of participating in the study.

***Consistency with the bullying definition.*** Since the key outcomes being measured in this study relate to bullying, it was critical to ensure that cases included for analysis met the three key elements of the bullying definition (i.e., unwanted aggression, repetition, and power imbalance). First, to show that the participant engaged in unwanted aggression toward others, participants self-reported that they had bullied others on the *Bully Survey-Student Version* (Swearer, 2001). At least one adult (i.e., parent and/or counselor) confirmed that the student bullied on their respective versions of the bully survey (i.e. *Bully Survey-Parent Version* or *Bully Survey-Teacher Version*, Swearer, 2001, respectively). In the current study, all student participants self-reported perpetrating bullying behaviors and all parents and counselors confirmed that the students had indeed bullied others. Further, all student participants had at least one documented disciplinary referral for bullying behaviors that occurred prior to their referral for the T-BIP.

Second, to assess for repetition, the student and at least one adult (i.e., parent and/or counselor) indicated on the bully surveys that the student bullied at least one or

more times per month. All student, parent, and counselor participants reported that student participants bullied at least one or more times per month.

Third, to establish a power imbalance, the student, parent, and/or counselor indicated on their respective versions of the bully survey that the student bullied someone unable to defend him/herself, someone who is weak, someone who is not powerful, someone who doesn't have many friends, someone who is not popular, younger boys, and/or younger girls. All student participants reported bullying someone with less power. Ryan reported bullying "someone who is not powerful," Parker reported bullying "someone who doesn't have many friends," and Jessa and Addie reported bullying "someone who is not popular." Ryan's counselor also reported that he bullied "someone who is not powerful," and Jessa's and Addie's counselors also reported that they bullied "someone who is not popular." Although Parker's counselor did not endorse the same variable that Parker did, he did endorse the item indicating that Parker bullied "someone who is not powerful." Thus, all four student participants satisfied the inclusion criteria.

### **Incentives**

Given that the current study required student and counselor participants to complete several surveys, incentives were provided. Specifically, student and counselor participants were compensated with a \$10 Amazon gift card, which was given or mailed out to them by the end of the academic school year (i.e., May 22<sup>nd</sup>, 2014). All student participants, including the fifth participant who dropped out of the study prior to participating in the T-BIP, completed enough baseline surveys to qualify for compensation. One counselor participant (i.e., Mike) acted as four separate counselor participants by completing at least ten surveys on four different student participants.



Therefore, Mike was compensated with four gift cards. Kate, the other counselor participant completed at least ten surveys on one student and was compensated with a single gift card.

### **Setting**

The T-BIP intervention regularly occurs either at the student's school or in a room in the Counseling and School Psychology Clinic at the University of Nebraska-Lincoln. The follow-up meeting takes place at the student's school, typically in a conference room or another available room. In the current study, both the T-BIP intervention and follow-up meeting occurred in the counseling conference room at the student participants' middle school.

### **Instrumentation**

This study utilized: (a) student measures, (b) parent measures, and (c) counselor measures.

**Student measures.** *The Swearer Bully Survey System* (Swearer, 2001) is a series of bully surveys that elicit information on students' involvement in bullying behaviors from students, parents/guardians, and school staff members. The *Bully Survey-Student* (BYS-S; Appendix A), which is appropriate for middle and high school students, was administered to student participants during the T-BIP intervention.

The BYS-S (45 items) asks students to report on the bullying in which they have been involved, directly and indirectly, since the beginning of the academic year (Swearer, 2001); research has found that asking students to report on bullying involvement since the beginning of the school year is both practical and feasible (Solberg & Olweus, 2003). The BYS-S queries students about their involvement in bullying as a victim, bystander,

and bully in Parts A-C, respectively (Swearer, 2001). Items regarding the type of bullying experienced, witnessed, or perpetrated comprise the Verbal and Physical Bullying Scale (VPBS). On this scale, seven items measure verbal bullying and four measure physical bullying. Each item is scored on a 5-point scale, where 1=*Never happened* and 5=*Always happened*. Further, the BYS-S contains 15 items that assess students' attitudes toward bullying in Part D of the survey (i.e., the Bullying Attitudinal Scale [BAS]) and, at the end, elicits key demographic information (e.g., age, grade, and race). Each survey includes a comprehensive definition of what is meant by 'bullying' at the beginning of the survey and a reminder of the definition three times during the survey (i.e., at the beginning of Parts A, B, and C). The definition reads: "Bullying happens when someone hurts or scares another person on purpose and the person being bullied has a hard time defending himself or herself. Usually, bullying happens over and over. Examples of bullying are: Punching, shoving and other acts that hurt people physically; Spreading bad rumors about people; Keeping certain people out of a group; Teasing people in a mean way; Getting certain people to gang up on others." This definition helps ensure that students are thinking about bullying in concordance with the research definition utilized in the current study (i.e., harmful, purposeful behavior that is repeated and characterized by an imbalance in power; CDC, 2013; Gladden et al., 2014; Olweus, 1991, 1993b). The word 'bully' is used in the provided definition and throughout the assessment, which has been found to improve students' accuracy in reporting (Ybarra, Boyd, Korchmaros, & Oppenheim, 2012).

Parts A-C on the BYS-S contain items of many different response types, including Likert-type items, items that prompt the respondent to check all that apply, and

open-response items. Each part contains a screener question, asking a student whether they were involved in bullying as a victim (i.e., Part A), bystander (i.e., Part B), and/or bully (i.e., Part C); students who answer “no” to the screener question are prompted to skip all subsequent items in that part of the survey.

All items on the BAS are Likert-type items, which prompt the respondent to rate each item on a five-point scale where 1=*Totally false* and 5=*Totally true*. Although the BAS has 15 items, exploratory factor analyses revealed that the BAS had a two-factor model onto which 10 items load (Collins & Swearer, 2013). The pro-bullying attitude scale, which reflects positive attitudes toward bullying, was found to have a coefficient alpha of .79 and the negative-attitude scale, which reflects negative attitudes toward bullying, was found to have a coefficient alpha of .83. Each scale is comprised of five items, which are totaled to yield scores ranging from 5 to 25. The pro-bullying attitude scale includes the items “Most people who get bullied asked for it,” “I would be friends with a bully,” “I understand why someone would bully other kids,” “Bullying is no big deal,” and “Bullies don’t mean to hurt anybody.” The negative-bullying attitude scale includes the items “Bullies hurt kids,” “I don’t like bullies,” “I think bullies should be punished,” “Bullies make kids feel bad,” and “I feel sorry for kids who are bullied.”

In the current study, items on the pro-bullying attitude scale were reverse scored and totaled with items on the negative-bullying attitude scale to yield scores ranging from 10 to 50, where higher scores indicated stronger anti-bullying attitudes. Further, the pro-bullying and negative-attitude bullying scales were analyzed separately. A combination of high negative-bullying attitude scores and low pro-bullying attitude scores indicate the presence of anti-bullying attitudes.

For the purpose of the current study, the data collected on the BYS-S were used to assess the participants' perceptions of bullying and their involvement in bullying; key responses were reported in the treatment report and discussed during the follow-up meeting. Further, areas of concern revealed by the survey (e.g., pro-bullying attitudes, lack of empathy toward victims, failing to take responsibility for one's actions, etc.) were used to develop recommendations, which constitute the last section of the treatment report. Finally, the BYS-S was used to help establish frequency of bullying behaviors and the presence of a power imbalance. The entire BYS-S was not scored for the purpose of the current study. The BYS-S yields qualitative information on a student's experience perpetrating bullying, observing bullying, and experiencing bullying, including the types of bullying, location of the bullying, and perceived consequences of and reasons for the bullying, which were used in this study.

The BYS-S has been validated by comparing students' office referral data; the results indicated a high degree of consistency between the two (i.e., those who reported bullying others on the BYS-S had more office referrals than students who did not report bullying others; Swearer & Cary, 2003). Furthermore, internal consistency on the BAS has been in the acceptable range (i.e, Cronbach's coefficient  $\alpha=.71$ ; Swearer, Turner, Givens, & Pollack, 2008).

The Swearer *Daily Bully Survey-Student* (DBS-Student; Appendix B) was adapted from the BYS-S. Specifically, the DBS-Student is an abbreviated version of the BYS-S that includes the same definition of bullying and selected questions from Parts C and D of the BYS-S. The only modification was that students were asked to report on

their bullying on a daily basis as opposed to their bullying behaviors over the past school year.

The *Bullying Intervention Rating Profile* (BIRP; Appendix C) measures student participants' perceptions of the treatment acceptability of the T-BIP. The BIRP was adapted from the Children's Intervention Rating Profile (CIRP; Witt & Elliot, 1985), which itself was developed from the Intervention Rating Profile (IRP; Elliott, Witt, Galvin, & Peterson, 1984). Whereas the IRP contained 20 items and was geared toward adults (Elliott et al., 1984), the CIRP contains seven items and was developed specifically for children (Elliott et al., 1986). Both the IRP and CIRP are one-factor measures and are rated on a six-point Likert-type scale based on the degree to which one agrees with the item (Elliott et al., 1984; Elliott et al., 1986; Witt & Martens, 1983). Total scores on the measure range from 7-42, with lower scores indicating less intervention acceptability and high scores indicating higher intervention acceptability (Turco & Elliott, 1986; Witt & Elliott, 1985). Internal consistencies of the CIRP have been high (i.e., Cronbach's coefficient alpha ranged from .86-.89; Elliott et al., 1986; Turco & Elliott, 1986).

The CIRP items were reworded to be appropriate for the context of the T-BIP. For example, the items referring to teachers in the CIRP were changed to refer to therapists in the BIRP. Furthermore, whereas all of the CIRP items refer to treatment acceptability for other children (Elliott et al., 1986), six of the seven items on the BIRP query the students on their perceptions of the acceptability of the T-BIP for themselves. Additionally, the BIRP queries students using a five-point Likert-type scale ranging from 1-5, where 1=*I agree very much* to 5=*I disagree very much*. Positively worded items were reverse scored in order to yield a score ranging from 7-35, with higher scores indicating greater

treatment acceptability. The internal consistency of the BIRP has been found to be .69 (Swearer, 2015).

**Parent and counselor measures.** The *Swearer Bully Survey* (BYS; Swearer, 2001) has compatible versions for parents/guardians (*Bully Survey-Parent*; BYS-P; Appendix D) and school staff members (*Bully Survey-Teacher*; BYS-T; Appendix, E). These surveys contain Parts A-C, which assess for the student's involvement in bullying as a victim, the student's involvement in bullying as the bully perpetrator, and attitudes toward bullying, respectively. The surveys end with demographic questions; because the parents/guardians complete five more demographic questions, the total items per survey equal 28 for the BYS-T and 33 for the BYS-P. For intervention purposes, these measures were used qualitatively and were not scored. Specifically, they were used to validate the student's self-reported involvement in bullying, including the repetition of the students' bullying behaviors and the presence of a power imbalance in their bullying perpetration.

Additionally, counselors completed the *Swearer Daily Bully Survey-School* (DBS-School; Appendix F), which is an abbreviated form of the BYS-T. The DBS-School was designed to be equivalent to the DBS-Student. It differs from the DBS-Student in that the DBS-School asks only about student behaviors and not student attitudes. The DBS-School asks counselors to report on the student participant's bullying perpetration on a daily basis.

The *Treatment Evaluation Inventory* (TEI; Kazdin, 1980; Appendix G) was administered to both parents and counselors to assess adults' satisfaction with the T-BIP. The TEI consists of 15 items, which contain general wording that can apply to any intervention; prior to administration, parents/guardians and teachers completing the TEI

were asked to think specifically about the T-BIP when completing this measure. Items are rated on a seven-point Likert-type scale where 1=*not at all acceptable*, 4=*moderately acceptable*, and 7=*very acceptable*. The specific anchors used vary based on the question being asked (e.g., very acceptable, very willing, etc.), but higher numbers always reflect more positive perceptions. The measure was scored so that higher scores indicate greater perceptions of treatment acceptability, with scores ranging from 15 to 105. A single, open-ended item was added to the TEI for the current study in order to allow respondents to add additional comments regarding their perceptions of the T-BIP.

Items were found to load on a single factor (Kazdin, 1980). The TEI has been shown to have a high internal consistency (i.e., Cronbach's coefficient alpha ranging from .94-.96; Newton, Nabeyama, & Sturmey, 2007). The TEI showed significant positive correlations with similar measures (Newton et al., 2007), demonstrating high concurrent validity. Thus, the TEI appears to be a useful and valid instrument.

### **T-BIP Process**

**T-BIP training.** All T-BIP interventionists are doctoral students who undergo a formal training by a supervising psychologist and complete at least two observations of a T-BIP in order to become specialized in carrying out the intervention. The interventionist administering all T-BIP's in the current study had four years of experience administering the T-BIP at the time of the study and was the same interventionist for all four participants.

**T-BIP procedures.** The T-BIP procedures as utilized in the larger, ongoing study as well as the current study are described below. Modifications made for this study are described in more detail in a subsequent section.

**Baseline.** Once a referral is received and the student is found to meet inclusionary criteria for the larger study (i.e., student has received at least one office referral for bullying behaviors), parent consent for the student's participation in the T-BIP is obtained. Once parent consent is obtained, background information is collected on each student participant in order to learn about the student participant's past and more recent behaviors in order to tailor the T-BIP to be more appropriate for that student.

**Session.** First, the interventionist explains the purpose and content of the intervention as well as the limits of confidentiality. The student is informed of the length of the intervention as well as his or her ability to request breaks throughout the T-BIP. The student is asked to sign a youth assent form, which provides more detailed information on the T-BIP. The interventionist then builds rapport with the student by discussing hobbies and interests. At this time, information about family dynamics, peer group, and perceptions of school is obtained. The introduction, rapport-building, and brief, unstructured interview typically take approximately ten minutes.

Next, the interventionist administers the assessments in a counter-balanced, randomized order. One-at-a-time, the interventionist explains the instructions, demonstrates sample item(s) if applicable, and asks the student if he or she has any questions. The interventionist explains that there are no right or wrong answers and allows the student to complete the assessment. If asked questions about how to complete the instrument, the interventionist helps the student understand key words or phrases but does not provide any information that might skew how the student would interpret the item. During the assessments, students are given the opportunity to take breaks. If



students appear fatigued, other T-BIP activities are interspersed among the assessments to break up the task of completing them.

After each assessment is completed, the interventionist examines each page. The purpose of this is twofold. First, it is important to ensure that the assessment is completed correctly and that no required questions are left blank. Second, the interventionist pays close attention to the items the student has endorsed. On measures of depression in particular, the interventionist checks items that assess suicidality. If a student participant endorses the item pertaining to suicidality, the interventionist follows the procedures approved via IRB (i.e., contacts the supervising psychologist, discusses suicidal ideation with the student, establishes a safety plan, informs the student's counselor of the conversation, sets up a meeting with the student and the counselor, and contacts the student's parent/guardian).

In some instances, students deny having perpetrated bullying behavior on *The Bully Survey*. In such cases, the interventionist explains that the student was referred for the intervention as a result of bullying behavior and asks the student if he or she wants to change his or her answer. If the student declines, the intervention continues and the student is again asked at the end of the session whether he or she wants to go back and change any responses.

Following the assessment portion of the intervention, students are asked to complete the *Draw a Bullying Situation*. The interventionist provides the student with a pencil and piece of paper that contains the instructions "Think of a bullying situation. Please draw a picture of it below." Additionally, the interventionist reads a brief script that states "I'd like you to draw a bullying situation. This can be something you've seen

or experienced or it can be an example of what you think bullying might look like.

Include at least two people in your drawing and tell me when you're finished." After the student completes the drawing, the interventionist asks what is happening in the picture and whether it is something that happened to the student. If the answer to the second question is "yes," the student is asked to draw an arrow to the person in the drawing that best represents the student. This drawing activity and subsequent conversation about the students' thoughts and feelings about the bullying situation depicted is intended to yield information on the students' perceptions of bullying.

The final piece of paperwork administered prior to the presentation of bullying information is a bullying pre-quiz. This quiz contains ten multiple-choice questions that gauge a student's knowledge about bullying. These questions ask about the definition of bullying, consequences of bullying, etc. All questions were pulled from the material that is covered by the PowerPoint presentation. Together, the assessments, *Draw a Bullying Situation*, and bullying pre-quiz take approximately one hour to complete.

After administering the pre-quiz, the interventionist presents a T-BIP PowerPoint presentation on bullying. Rather than presenting in a lecture format, students are encouraged to participate. To facilitate student participation, opinion questions and quiz questions (different from those on the pre- and post-quizzes) are embedded within the PowerPoint slides. The interventionist references the student's answers on the pre-quiz when relevant and elicits the student's own experiences with bullying. Major topics covered by the T-BIP PowerPoint presentation include: the definition of bullying, where bullying happens, who bullies, things students who bully do/don't do well, who gets bullied, whether bullying is a 'normal' behavior, reasons why people bully, thoughts and

feelings people involved in bullying commonly experience, common actions of people involved in bullying, consequences of bullying for all individuals involved, and a list of things students can and should do when they see or experience bullying. Additionally, the T-BIP PowerPoint presentation for the secondary level (i.e., middle and high school students) includes the topic of dating aggression.

During the PowerPoint presentation, the student is asked to elaborate on the bullying in which he or she has been involved, with particular detail regarding his or her bullying perpetration. Reasons for the bullying, alternative strategies, and barriers to using those strategies are discussed.

Immediately following the T-BIP PowerPoint presentation, the student is given a bullying post-quiz. The items on the post-quiz are identical to those on the pre-quiz. The interventionist asks the student to do the best job he or she can and then, when the student is finished, the interventionist reviews the post-quiz and works with the student to correct any mistakes. Together, the T-BIP PowerPoint presentation and accompanying discussion as well as the post-quiz typically take approximately 45 minutes to complete.

Following the completion of the post-quiz, an informative video on bullying is shown. The exact video varies based on the age of the participant. Specifically, elementary school students are shown *Bully Dance* (Page & Perlman, 2000; [www.bullfrogfilms.com](http://www.bullfrogfilms.com)), a 10 minute animated, nonverbal video that depicts physical, verbal, and relational bullying and illustrates the role of the bystander, the consequences for those involved in bullying, and the cycle of violence that may begin at home and be carried into school. Middle and high school students are shown one of two videos in the *Stories of Us* (Faull, 2007; [www.storiesofus.com](http://www.storiesofus.com)) program, each of which are live-action,

approximately 20-minute movies which contain several story lines related to bullying. The students acting in *Stories of Us* were actual students in a drama class who were given story ideas but not scripts so that the language they use is their own. While showing the video, the interventionist pauses the video every so often to ask the student to report on what is happening and to critique how the characters are handling various bullying situations. The video provides yet another opportunity to elicit students' perceptions of bullying.

After the video, more discussion and one or more role plays of how to handle various bullying situations ensue. The student is encouraged to share his or her thoughts about bullying, particularly as they relate to characters in the video, and to brainstorm alternative ways to think about difficult peer situations. The student is then engaged in one or more role plays to practice responding to various types of bullying situations. The students' cognitions regarding the appropriateness of various responses to bullying and the likelihood of certain consequences following those responses are elicited and, when appropriate, challenged. Approximately 45 minutes are allotted to the video, discussion, role plays, and cognitive restructuring components of the T-BIP.

Following the role play(s) and cognitive restructuring, the student then completes one or more worksheets that were chosen based on the type of bullying behaviors displayed by the student and the reason for referral to the T-BIP. These worksheets come from the *Bully Busters* (Newman et al., 2000) curriculum and the number of worksheets completed depends on the amount of time remaining. These worksheets provide another opportunity for the student to make cognitive evaluations of various bullying behaviors

and apply what was learned about handling bullying. This worksheet portion takes approximately ten minutes.

The approximately ten remaining minutes are dedicated to asking the student whether he or she understood what his or her options are for handling bullying situations in the future, further role-playing bullying situations that allow the student to use what he or she has learned, and answer any questions the student has. The last component is the administration of the BIRP, which the student is given to complete and put in an envelope when finished. While the student completes the BIRP, the interventionist waits just outside the room with the door slightly open to ensure that the student is able to complete the BIRP privately without being completely unsupervised.

***Post-session.*** Following the T-BIP session, the interventionist enters all of the assessment data in an SPSS database and scores all of the assessments that are quantitatively scored. Using the assessment information in conjunction with information obtained from the student participant during the intervention, the interventionist writes a comprehensive treatment report. Each report contains: a client summary and reason for referral, a description of each assessment administered as well as the results of the assessments, a summary of the session, and recommendations. The T-BIP supervising psychologist reads and edits each report; both the supervising psychologist and interventionist sign the final, approved version of the report.

***Follow-up meeting.*** The student, student's counselor, and parent/guardian attend the follow-up meeting with the interventionist. At the beginning of the meeting, the interventionist explains the agenda for the meeting and obtains consent from the parent and counselor to allow their data on the student to be used for research. The

parent/guardian is asked to complete the BYS-P on the student and the counselor is asked to complete the BYS-T on the student. The student is asked to complete two measures he/she completed during the intervention: the BAS from the *Bully Survey-Student* and a measure of cognitive distortions and behavioral referents. The interventionist then releases the signed copy of the T-BIP report to the parent/guardian. The interventionist communicates that the report is confidential and only to be given to parent(s)/guardian(s), who may then choose to share it with the school and/or other mental health practitioners. Most parents/guardians choose to allow their child's school to have a copy of the T-BIP report, in which case they complete both school district and University of Nebraska-Lincoln release of information forms to document that they gave permission for the school to keep a copy of the T-BIP report.

The interventionist reviews the report, briefly describes the assessments, explains results, and asks for input (e.g., whether the results are surprising, how well they fit the student behaviors observed at home and at school, and whether the results seem to be accurate). The interventionist then describes the session, highlighting quotes from the student and making connections between the student's behaviors during the session, behaviors recorded by school staff members in disciplinary referrals, and the student's assessment results. All parties are encouraged to comment on the results and the student is asked to provide his or her impression of the accuracy of the summary. Finally, the interventionist discusses the recommendations and guides a discussion on which recommendations might be appropriate for use in the school, home, and/or community, how they may be utilized, and whether they need to be modified in any way. The interventionist, student, parent, and counselor work to develop a plan for the future with

regard to supporting the student and helping him/her exit the bullying dynamic. Finally, the interventionist solicits additional questions, leaves his or her contact information should the parent have additional questions, and, finally, asks the parent and counselor to each complete a TEI.

### **T-BIP Modifications in the Current Study**

In the current study, extra procedures were undertaken to obtain consent for the additional requirements of participation, collect ongoing data on students' bullying behaviors and attitudes toward bullying, and ensure a high degree of treatment fidelity. These procedures are described below.

**Consent.** In addition to providing consent for their participation in the T-BIP study, parents and counselors provided consent for their participation in the current study. Student participants completed an assent form for their participation in the current study in addition to the assent form completed for the T-BIP.

**Additional data collection.** As previously described, data used to establish consistency with the bullying definition were collected from students during the T-BIP and from counselors and parents during the follow-up meeting using the appropriate versions of the *Swearer Bully Survey* (i.e., BYS-S, BYS-P, and BYS-T). Similarly, data on perceptions of treatment acceptability were collected from students during the T-BIP and from counselors and parents during the follow-up meeting.

The DBS-Student and DBS-School surveys were completed by student and counselor participants, respectively, once per school day during the baseline and post-session phases as well as during the beginning of the post-meeting phase for the first

three participants. Once the last participant transitioned to the post-meeting phase, data for all students and counselors were collected every other school day.

All surveys were administered via paper and pencil. Given the frequency with which the DBS surveys were administered, they were color coded by day of the week. Counselors were responsible for completing their DBS-School surveys and administering the DBS-Student surveys to their students. The PI came to the school one to two times per week to help administer the student surveys. DBS-Student surveys were administered to students in the counseling conference room or one of the counselors' offices. Students were allowed to complete the surveys privately; administrators either left them alone in the room with the door open or sat away from them in the same room. Students were also provided with an envelope, which they could use to seal up their responses prior to returning them to the administrators. The primary investigator collected the completed surveys from the counselors one to two times per week.

**Data storage.** Each student and counselor participant was assigned a code, which served to identify participants without key demographic features (i.e., names, birthdates) being attached to the raw data. All survey data as well as fidelity data and instruments completed as part of the T-BIP were labeled with only the participant's code and are stored in a locked filing cabinet within a locked office in Teachers College Hall at the University of Nebraska-Lincoln. Consent and assent forms with participants' full names were kept separate from the raw data. All data will be kept for five years per guidelines established by the American Psychological Association.

**Treatment fidelity.** In the current study, steps were taken to ensure a high degree of treatment fidelity. Specifically, all four T-BIP sessions undertaken in the current study



were audio recorded so that T-BIP specialists could listen to each audio file and complete three measures of fidelity, described in more detail below. A total of three T-BIP specialists were recruited; one critiqued two audio files and two critiqued one audio file. All audio files were given to T-BIP specialists on a password protected flash drive. All T-BIP specialists were T-BIP interventionists external to the current study who had three to four years of experience administering the T-BIP. Additionally, all T-BIP specialists were CITI trained and completed a transcriptionist agreement in order to confirm that the information they heard would be kept confidential.

The first fidelity measure was the T-BIP Session Checklist (Appendix H), a 29-item checklist that asks whether or not critical steps of the T-BIP were completed. The T-BIP interventionists reported that all steps were completed for all T-BIP's, yielding 100% fidelity for all four cases.

Second, the T-BIP specialists completed an abbreviated version of the Counselor Rating Form (Barak & LaCrosse, 1975; Corrigan & Schmidt, 1983; Appendix I), which was renamed the T-BIP Interventionist Rating Form for use in the current study. This measure contains 12 therapist characteristics (e.g., friendly, reliable), each of which is rated on a 7-point scale where 1=*Not Very* and 7=*Very*. Total summed scores range from 12 to 84, with 84 representing the most positive characteristics. The T-BIP specialists rated the interventionist at the highest possible level (i.e., 84) for all cases.

Finally, the T-BIP specialists completed the T-BIP Therapy Critique (Appendix J). This form was modified from Swearer (1998) to contain 15 therapeutic skills that the T-BIP interventionist should display during each intervention. Each skill is rated on a scale from 0-5, where 0=*opportunity there and not taken*, 1=*opportunity taken, inappropriate*

*technique applied, 2=opportunity taken, poor application of technique, 3=opportunity taken, fair application of technique, 4=opportunity taken, good application of technique, 5=opportunity taken, excellent application of technique.* If no opportunity presents itself during the intervention, the interventionist may give NA=*Not applicable* for a given skill. Because some items could receive an “NA,” scores were averaged rather than summed. Average scores ranged from 4.15 to 4.92 out of a possible 5, indicating that the interventionist consistently showed good to excellent application of techniques.

In summary, the interventionist completed all critical steps of the T-BIP with good or excellent technique and demonstrated the highest degree of positive counselor characteristics. Therefore, it can be concluded that all T-BIP’s implemented for the purpose of the current study were done so with a high degree of fidelity.

## **Design**

**Questions one and two.** The first two questions in the current study asked whether the T-BIP resulted in an increase in anti-bullying attitudes and/or a decrease in bullying behaviors.

Experimental designs can be difficult to utilize in everyday life settings given the need for randomization of participants, a control group that may be compared to the treatment group, and large numbers of participants so that statistical analyses will have sufficient power, (Kazdin, 2011). This is very true of the current study, which was undertaken in a public school and was constrained by many variables. First, given the intense, individualized nature of T-BIP, a relatively small number of participants are referred for this intervention every year. Second, for ethical reasons, every referred student who met inclusionary criteria for the current study received the intervention. Thus,

the current study was limited by a small number of participants, a lack of randomization, and absence of a control group.

These constraints are fairly common in cases in which a program or treatment is being applied in a practical setting (Kazdin, 2011). However, given the push for utilizing evidence-based interventions (EBIs), it is necessary that programs be evaluated in the context of the environments in which they are designed to be implemented (Kazdin, 2011). Thus, even when experimental designs are not possible or feasible, a different sort of design is necessary in order to draw conclusions regarding the effectiveness of a program. A popular solution in such situations is to utilize a single-case design (Kazdin, 2011; Kennedy, 2005).

Single-case designs do not share the same demands as experimental designs since they allow for a single participant to serve as his/her own control; that is, a single participant's behavior without the effects of treatment serves as a control for the behavior when the treatment is applied (Kennedy, 2005). Given the feasibility of single-case designs, they have become increasingly popular in applied settings (Kazdin, 2011; Kennedy, 2005). Single-case designs have been used in many program evaluation studies, including those evaluating the effects of bullying prevention and/or intervention programs (Hall, 2006; Ross & Horner, 2009). Thus, a single-case design was ideal for answering questions one and two in the current study. Although there are several single-case designs (Cooper, Heron, & Heward, 2007; Kazdin, 2011; Kennedy, 2005), the unique format and constraints of the current study made a concurrent multiple-baseline-across-subjects design especially appropriate for answering questions one and two.

The multiple baseline design was first described as an alternative to the reversal design in order to measure behavior change when it is impossible and/or unethical to reverse the treatment (Baer, Wolf, & Risley, 1968). Multiple baseline designs are utilized when two or more baselines are simultaneously established, with the intervention or treatment applied to one baseline at a time (Kazdin, 2011; Kennedy, 2005). Change in the targeted behavior that occurs when and only when the intervention has been applied while the other baselines stay relatively stable helps to demonstrate that the treatment, rather than external factors, is the cause of the change; thus, these designs are especially adept at controlling for threats to validity (Kazdin, 2011; Kennedy, 2005). Furthermore, multiple baseline designs are especially appropriate for program evaluations given that they do not require withdrawal, repeated alternation, or reversal, none of which are usually possible in the context of one-time interventions (Gast & Ledford, 2010a; Kazdin, 2011; Kennedy, 2005). In fact, multiple baseline designs, particularly multiple-baseline-across-subjects designs (Cooper et al., 2007), are the most frequently used single-case design, especially in applied settings (Kennedy, 2005).

Multiple-baseline-across-subjects designs utilize more than one participant; these participants' baselines are established concurrently but the treatment is applied to one participant at a time (Kazdin, 2011; Kennedy, 2005). Therefore, the baselines represent the same behavior across different participants. Although considered a variation of a single-case design, the multiple-baseline-across-subjects design violates the notion of single-case designs in that it utilizes two or more participants (Kennedy, 2005). Thus, in addition to having each participant serve as his/her own control, participants who have not yet received the treatment also serve as controls (Cooper et al., 2007). Certain aspects

of the current study that would be considered limitations from an experimental standpoint (i.e., small numbers of participants, absence of a control group, and conducting the intervention at different time points for each participant) become advantageous in the context of a multiple-baseline-across-subjects design.

It was possible to utilize a nonconcurrent multiple-baseline-across-subjects design (Kennedy, 2005), which does not require the data to be collected during equivalent time frames (Gast & Ledford, 2010b). However, nonconcurrent designs are unable to provide as much experimental control as concurrent designs, given the failure to evaluate the effects of the dependent variable upon the independent variable(s) within the same time frame (Gast & Ledford, 2010b). In fact, a nonconcurrent multiple baseline design is akin to a series of A-B designs, which tend to be the weakest designs in terms of experimental control of the small case designs since they fail to control for threats to validity (Gast & Ledford, 2010b). Thus, there are more limitations associated with a nonconcurrent design compared to a concurrent design.

The multiple baseline design is advantageous in that it does not require withdrawal or reversal, it is an ideal fit for studies being undertaken in everyday life settings, its measurement of two or more individuals, settings, or behaviors helps to assess the degree to which generalization has occurred to those not yet targeted by the intervention, and is relatively easy to conceptualize, allowing non-researchers to utilize this design with relative ease (Cooper et al., 2007).

The multiple baseline design is limited in that a lack of reversal makes it more difficult to establish experimental control (Cooper et al., 2007). Furthermore, the failure of a behavior to change following the intervention and/or a positive change that occurs

during a baseline may prevent a demonstration of experimental control. This is especially likely during a ‘spill-over’ effect, in which the effects of the treatment or intervention affect other behaviors, participants, or settings, causing positive change in those not yet targeted and, thus, resulting in positive changes during the baseline period. One final limitation is the requirement of multiple baselines, which requires that treatment be withheld, sometimes for a fairly long period of time (Cooper et al., 2007; Kazdin, 2011; Kennedy, 2005).

Thus, despite some limitations, the multiple baseline design has many advantages. This design, particularly the concurrent multiple-baseline-across-subjects design, lent itself well to the current study. Thus, a concurrent multiple-baseline-across-subjects design was used to answer research questions one and two.

**Question three.** The third research question utilized in the current study asked whether all involved parties (i.e., students, parents, and counselors) found the T-BIP to be acceptable. Treatment acceptability was measured via the BIRP for student participants and the TEI for parent and counselor participants.

BIRP scores range from 7-35, with higher scores indicating more positive perceptions of the T-BIP. The range and average of students’ BIRP scores were used as an indicator of how acceptable students found the T-BIP. BIRP scores ranging from 28-35 reflect agreement (i.e., *very much agree* or *sort of agree*) with positively worded items and disagreement (i.e., *very much disagree* or *sort of disagree*) with negatively worded items. Therefore, scores falling in this range were interpreted as reflecting high treatment acceptability.

TEI scores range from 15-105, with higher scores indicating more positive perceptions of the T-BIP. Agreement with positively worded items and disagreement with negatively worded items (i.e., ratings of 5-7 out of 7) yields average scores of 75 (i.e., average rating of '5' on all 15 items), 90 (i.e., average rating of '6' on all 15 items), and 105 (i.e., rating of '7' on all 15 items). Thus, in the current study, scores of 75-89 were used to indicate moderate perceptions of treatment acceptability and scores of 90-105 were used to indicate high perceptions of treatment acceptability.

## CHAPTER 4

### Results

The current study aimed to evaluate attitudinal and behavioral outcomes for the T-BIP participants as well as the extent to which involved participants (i.e., students, counselors, and parents) found the T-BIP to be an acceptable treatment. The first research question asked whether the T-BIP would result in an increase in anti-bullying attitudes.

#### **Attitudes Toward Bullying**

Student participants self-reported on their attitudes toward bullying on the BAS. Items on the pro-bullying attitude scale were reverse scored and all items were summed so that higher scores reflect stronger anti-bullying attitudes. Student participants' anti-bullying attitudes are displayed in Figure 1. Whereas BAS scores may range from 10 to 50, students' anti-bullying attitude scores across all phases ranged from 28 to 50. This indicated that student participants reported holding fairly strong anti-bullying attitudes overall. The means and standard deviations of students' self-reported anti-bullying attitudes are displayed by phase in Table 1.

**Ryan.** Ryan's attitude scores across all phases ranged from 32 to 41, indicating little variability. In fact, a stable trend was found across all phases of the study (i.e., baseline, post-session, and post-meeting). His mean anti-bullying attitude scores showed little changes across phases and there is a great deal of overlap in data points across all phases. Thus, Ryan showed no changes in his self-reported anti-bullying attitudes across the phases of the study.

**Parker.** Parker showed a stable baseline trend. Toward the end of the baseline phase, Parker showed a gradual positive trend, though it was brief. Furthermore, this



trend was not maintained in that Parker reported a small decrease in his anti-bullying attitudes at the start of the post-session phase, followed by a stable trend. Given the amount of overlap in data points across these phases, there was no change in Parker's anti-bullying attitude scores from baseline to post-session.

Following a stable trend during the post-session period, Parker showed a small increase in his self-reported anti-bullying attitudes immediately after the follow-up meeting. However, subsequently, there was a gradual negative trend and, finally, a stable trend that was similar to those seen during the baseline and post-session phases. Parker's highest anti-bullying attitude scores were reported at the beginning of the post-meeting period. As a result, Parker's mean anti-bullying attitude scores were highest during the post-meeting period. Therefore, Parker showed a small increase in his anti-bullying attitudes from post-session to post-meeting. It is important to note that this change was not maintained for the duration of the post-meeting period.

**Jessa.** Like Ryan, Jessa showed little variability in her anti-bullying attitude scores, which ranged from 28 to 34 across all phases of the study. She displayed a relatively stable baseline trend, with her highest anti-bullying attitude scores occurring near the beginning and end of this phase. Following the baseline phase, Jessa showed stable trends across the post-session and post-meeting phases. Her mean anti-bullying attitude scores showed little changes across phases and there is a great deal of overlap in data points across all phases. Given this, Jessa did not show any changes in her self-reported anti-bullying attitude scores across any phases of the study.

**Addie.** Addie first showed a gradual negative trend in her self-reported anti-bullying attitude scores during the baseline phase. Toward the end of the baseline phase,

Addie began to show a gradual positive trend. That trend was maintained and remained fairly stable across the post-session phase. A gradual positive trend was found across the post-meeting phase. Addie showed the most variability during the baseline phase and fairly stable anti-bullying attitudes during the post-session and post-meeting phases. Her mean anti-bullying attitude scores increased from baseline to post-session and again from post-session to post-meeting. However, there is a great deal of overlap in the data across all phases. Therefore, Addie appeared to show only small increases in her anti-bullying attitudes across the phases of the study.

**Summary.** Most participants did not show changes in their anti-bullying attitudes across the phases of the study. Parker showed an increase in his anti-bullying attitudes from the post-session to post-meeting phase, but this change was not maintained. Addie showed increases in her anti-bullying attitudes from baseline to post-session and again from post-session to post-meeting; although these changes were maintained, they were modest. Thus, changes in anti-bullying attitudes across phases were not consistently found across student participants and what few changes were found were fairly small. Therefore, neither aspect of the T-BIP (i.e., the T-BIP session or follow-up meeting) appeared to have a meaningful impact on student participants' self-reported anti-bullying attitudes.

### **Pro-Bullying and Negative-Bullying Attitudes**

To further explore whether any aspect of the T-BIP caused a change in students' attitudes toward bullying, the pro-bullying and negative-bullying attitude scales were graphed separately in Figure 2. Means and standard deviations are presented in Table 2.

**Ryan.** Across all phases of the study, Ryan's negative-bullying attitude scores ranged from 13 to 20 and his pro-bullying attitude scores ranged from 7 to 13. These scores indicate fairly low variability. Given the little amount of variability in Ryan's data, a stable trend was found across all phases of the study (i.e., baseline, post-session, and post-meeting). Thus, Ryan showed no changes in his self-reported attitudes toward bullying across the phases of the study.

**Parker.** Parker's negative-bullying attitude scores ranged from 5 to 19 and his pro-bullying attitude scores ranged from 5 to 17. Although Parker showed more variability in his scores than Ryan, Parker's negative- and pro-bullying attitude scores varied together, thus obscuring any meaningful conclusions about changes in his attitudes toward bullying. Further, changes in Parker's scores were not maintained and frequently occurred independent of the phase changes. Given the amount of overlap in data points across the phases of the study, there was no change in Parker's self-reported attitudes toward bullying.

**Jessa.** Jessa showed little variability in her anti-bullying attitudes across all phases of the study. Her negative-bullying attitude scores ranged from 14 to 19 and her pro-bullying attitude scores ranged from 14 to 18. There is a stable trend across all phases of the study and a great deal of overlap in data points across all phases. Thus, Jessa did not show any changes in her self-reported attitudes toward bullying across any phases of the study.

**Addie.** Addie showed some variability in her pro- and negative-bullying attitude scores. Her negative-bullying attitude scores ranged from 14 to 25 and her pro-bullying attitude scores ranged from 9 to 16. After a great deal of variability in scores across the baseline phase, her scores leveled out in the post-session and post-meeting phases so as to yield stable trend across both phases. Addie showed a gradual increase in negative-bullying attitudes and a gradual decrease in pro-bullying attitudes from the end of the baseline phase to the post-session phase. These changes were maintained across the post-session and post-meeting phases. However, the changes were fairly small and were first seen toward the end of the baseline phase, independent of the phase change. Therefore, although the data suggest that Addie's pro-bullying attitudes decreased and her negative-bullying attitudes increased, these changes cannot be attributed to the effects of the intervention.

**Summary.** Most student participants (i.e., Ryan, Parker, and Jessa) did not show changes in their attitudes toward bullying across the phases of the study. One participant (i.e., Addie) showed increases in her negative-bullying attitudes and decreases in her pro-bullying attitudes from baseline to post-session. Although these changes were maintained throughout the post-session and post-meeting phases, they were modest and occurred independent of a phase change. Therefore, neither aspect of the T-BIP (i.e., the T-BIP session or follow-up meeting) appeared to have a meaningful impact on student participants' self-reported attitudes toward bullying.

### **Bullying Behaviors**

Student and counselor participants reported the frequency of students' bullying behaviors on a daily basis using the DBS-Student and DBS-School, respectively. The

frequency of students' bullying behaviors, as reported by both their counselors and themselves, are displayed in Figure 3. The frequency of bullying behaviors ranged from zero to five separate instances on any given day for all participants; information on the means and standard deviations are found in Table 3. Each students' data are described in more detail below.

**Ryan.** During the baseline phase, Ryan reported low levels of bullying (i.e., bullying one time on two out of seven days). Both of the days during which Ryan reported bullying occurred at the beginning of this phase and Ryan reported no bullying behaviors during the last three days of the baseline phase. Therefore, Ryan shows a slight decrease in bullying from the beginning to the end of the baseline phase. Overall, however, Ryan showed a stable baseline trend.

Mike reported that Ryan showed relatively high levels of bullying (i.e., bullying at least three times per day on five out of seven days) during the baseline phase. Mike's report shows that Ryan was reported to not bully on the first day of the phase, to bully three to four times per day in the middle of the phase, and to bully only one time on the last day of the phase. Thus, both Ryan and Mike reported a decrease in the frequency of Ryan's bullying behaviors at the very end of the baseline phase, immediately prior to the phase change. Ryan's self-reported data during the post-session phase show a relatively low, stable trend. Ryan reported bullying one time per day on two out of six days during the post-session phase, which closely mirrors his reports during the baseline phase. In fact, there is a great deal of overlap in Ryan's data points across phases and there is little change in his mean bullying frequency (i.e.,  $M=0.29$  during baseline;  $M=0.33$  during post-session).

Thus, according to Ryan's self-reports, there is no change in the frequency of his bullying behaviors from baseline to post-session.

Mike reported that Ryan bullied on three out of six days. Specifically, he reported that Ryan bullied one time on two days and two times on one day, which represents a decrease from the baseline phase in which Mike reported that Ryan bullied up to four times on some days. There is a decrease in Ryan's mean bullying frequency as reported by Mike (i.e.,  $M=2.71$  during baseline;  $M=0.67$  during post-session) and there is little overlap in the data points from the baseline to post-session phases. Thus, Mike's reports indicate a decrease in the frequency of bullying behaviors from the baseline to post-session phases.

Ryan reported very little bullying during the post-meeting period. In fact, he only reported bullying one time on one day. With a mean of only 0.04 bullying behaviors during this post-meeting phase, this appears to represent a decrease in the frequency of Ryan's self-reported bullying behaviors from the post-session to post-meeting phases. However, there is still a great deal of overlap in the data points across all phases. Therefore, there does not appear to be a meaningful change in the frequency of Ryan's self-reported bullying behaviors from the post-session to post-meeting phases.

According to Mike's report, Ryan bullied on 19 of the post-meeting days, usually only one time but two times on two separate days. Thus, Mike reported a slight increase in the frequency of Ryan's bullying behaviors from the post-session to post-meeting phases, which is reflected in the means of the post-session (i.e.,  $M=0.67$ ) and post-meeting (i.e.,  $M=0.88$ ) phases. However, the amount of overlap in data points from the post-session to post-meeting phases suggests that this change is not meaningful.

Overall, Ryan reported low and stable levels of bullying across all phases of the study, indicating no changes across any phase of the study. According to Mike's report, there was a decrease in the frequency of Ryan's bullying behaviors from baseline to the post-session phase. However, given that Mike first reported a decrease in the frequency of Ryan's bullying behaviors at the end of the baseline period, it cannot be concluded that the T-BIP was the cause of the decrease in Ryan's bullying behaviors. According to Mike's report, there were no meaningful changes in the frequency of Ryan's bullying behaviors from the post-session to post-meeting phase.

**Parker.** Parker reported a fairly low and steady rate of bullying throughout the baseline phase, though there is some variability in that he reported bullying zero times on five days, one time on five days, and two times on two days. Parker reported bullying slightly more during the beginning and end of this phase.

In contrast, Parker's counselor, Mike, reported that the highest frequency of Parker's bullying behaviors occurred in the middle of this phase. Mike reported that Parker bullied two to three times per day on six out of twelve days, with no bullying occurring on the first two days and last day of the baseline phase. Thus, a slight decrease in Mike's reports of the frequency of Parker's bullying behaviors is seen at the end of the baseline phase.

Parker reported bullying one time on two days during the post-session period; the first day was near the beginning of this phase and the second was the very last day of this phase. Therefore, Parker showed a low and stable post-session trend, particularly in the middle of this phase. Although there is quite a bit of overlap in data points from baseline to post-session, Parker showed a slight decrease in his mean bullying behaviors (i.e.,

$M=0.75$  during baseline;  $M=0.22$  during post-session). There is a small degree of overlap in data points from the baseline to post-session phases, but the frequency of bullying during the post-session phase never reached the highest frequency reported by Parker during the baseline phases. Therefore, there appears to be a very slight decrease in Parker's self-reported bullying from the baseline to post-session phases.

Mike, on the other hand, reported a small increase in the frequency of Parker's bullying behaviors (i.e.,  $M=1.33$  during baseline;  $M=1.44$  during post-session). Mike reported that Parker bullied one to two times on every day of the post-session period, with a slight increase in Parker's bullying frequency from the beginning to the end of the post-session phase. Interestingly, the highest daily frequency of Parker's bullying behaviors was reported to decrease from the baseline (i.e., three times per day on four days) to the post-session (i.e., two times per day on three days) phase. However, Parker was reported to bully more consistently across days during the post-session phase (i.e., 100% of days) as compared to the baseline phase (i.e., 50% of days). Given these mixed results, it does not appear as though there are any meaningful changes in the frequency of Parker's bullying behaviors from the baseline to post-session phase.

Both Parker and Mike reported low, stable levels of bullying behaviors during the post-meeting phase. Whereas Parker reported bullying one time on two days, Mike reported that Parker bullied one time on ten days and two times on one day. Given the high degree of overlap in Parker's and Mike's data points from the post-session to post-meeting phases, there do not appear to be any changes in the frequency of Parker's bullying behaviors from post-session to post-meeting.



Overall, Parker's reports indicate a small decrease in the frequency of his bullying behaviors from baseline to post-session, which was maintained during the post-meeting phase. Parker's counselor's reports indicate no changes in the frequency of Parker's bullying behaviors across the three phases of this study.

**Jessa.** At the beginning of the baseline phase, Jessa reported a high frequency of bullying behaviors. She reported bullying one to five times per day during the first seven days of the baseline phase. However, a rapidly changing negative trend began on the fourth day of the baseline phase, during which Jessa reported a decrease in her bullying behaviors from four to zero times per day over the next four days. Jessa reported that she did not bully on the subsequent day but that she bullied two times on the next day. Jessa did not report bullying during the next five days but, on the last day of the baseline phase, she reported bullying one time. On average, Jessa reported bullying 1.63 times per day during the baseline phase, though this mean is not very informative given the high degree of variability in the frequency of Jessa's self-reported bullying behaviors during the baseline phase.

Jessa's counselor, Kate, reported that Jessa only bullied an average of 0.38 times per day during the baseline phase. Specifically, Kate reported that Jessa bullied one time per day on six out of sixteen days. Thus, Kate's reports show a low, stable trend across the baseline phase.

During the post-session phase, Jessa reported bullying one time on two out of twelve days whereas Kate reported that Jessa bullied one time on three out of twelve days. Although this may appear to represent a decrease in the frequency of Jessa's self-reported bullying behaviors from baseline ( $M=1.63$ ) to post-session ( $M=0.08$ ), there is a great deal

of overlap in data points from Jessa's reports from the end of the baseline phase to the post-session phase. Similarly, there is overlap in data points from the baseline to the post-session phase according to Kate's report and little change in the means of her reports (i.e.,  $M=0.38$  during baseline;  $M=0.25$  during the post-session phase). Therefore, neither Jessa nor Kate reported a change in the frequency of Jessa's bullying behaviors from baseline to post-session

During the post-meeting phase, Jessa did not report bullying at all ( $M=0$ ) whereas Kate reported that Jessa bullied one time on the first day of this phase but not at all for the rest of the phase ( $M=0.09$ ). Thus, there is a low, stable trend found in both Jessa's and Kate's data points. Given the high degree of overlap in data points from the post-session to post-meeting phases, no change can be seen in the frequency of Jessa's bullying behaviors according to either Jessa or Kate.

The only meaningful change in the frequency of Jessa's bullying behaviors was seen in Jessa's report from the beginning to the end of the baseline phase. Since this change occurred within-phase, it cannot be concluded that the change resulted from the T-BIP. No changes were found in the frequency of Jessa's bullying behaviors across any phase of the study according to Jessa's or Kate's reports.

**Addie.** Addie reported bullying one to two times per day on eight out of eleven days at the beginning of the baseline phase. Subsequently, there was a gradual negative trend in that Addie reported that she bullied one time per day on only two out of ten days at the end of the baseline phase. With the exception of this gradual negative trend, Addie showed a fairly low and stable baseline trend.

Addie's counselor, Mike, reported that Addie did not bully at all on the first five days of the baseline phase but then bullied three to five times per day on the subsequent three days. On the last thirteen days of the baseline phase, Mike reported that Addie bullied one time on three of the days. Thus, although Addie reported that the frequency of her bullying behaviors decreased slightly from the beginning to the end of the baseline phase, Mike reported that the frequency of Addie's bullying behaviors reached a peak in the middle of the baseline phase.

Addie reported that she bullied one time on three of the first five days of the post-session phase. On the last seven days of this phase, Addie reported that she did not bully at all. Thus, Addie shows a low and stable trend for the duration of the post-session phase. Addie reported bullying an average of 0.25 times during the post-session phase whereas she reported bullying an average of 0.57 times during the baseline phase. This shows a small decrease in the frequency of Addie's self-reported bullying behaviors from baseline to post-session. However, the high degree of overlap in data points from the baseline to post-session phases renders this decrease in frequency less meaningful. Furthermore, Addie showed a greater decrease in frequency within the baseline and post-session phases compared to the baseline to post-session phase change.

From the end of the baseline phase to the post-session phase, Mike reported an increase in the frequency of Addie's bullying behaviors. Whereas Mike reported that Addie bullied an average of 0.67 times during the baseline phase, he reported that she bullied an average of 0.92 times during the post-session phase. During the first five days of the post-session phase, Mike reported that Addie bullied one time on the first three days. During the last seven days of the post-session phase, Mike reported that Addie

bullied one to two times per day on six of the days. Thus, Mike reported a small increase in the frequency of Addie's bullying behaviors from the beginning to the end of the post-session phase. Consistent with Addie's self-report, Mike's reports revealed greater changes in the frequency of Addie's bullying behaviors within-phases (i.e., baseline and post-session) compared to across the baseline to post-session phases.

A low, stable trend is seen in both Addie's and Mike's reports of the frequency of Addie's bullying behaviors during the post-meeting phase. Addie reported bullying one time on one out of five days whereas Mike reported that she bullied one time on three out of five days. Thus, according to both Addie and Mike, there is a small decrease in the frequency of Addie's bullying behaviors from the post-session to the post-meeting phases; this decrease is reflected in the average means of the post-session versus the post-meeting phases ( $M=0.2$  according to Addie and  $M=0.6$  according to Mike).

Overall, Addie reported a slight decrease in the frequency of her bullying behaviors from baseline to post-session and from post-session to post-meeting. However, these decreases were small and confounded by the fact that Addie showed more within-phase variability in the baseline and post-session phases than across the phases of the study. Mike reported a slight increase in the frequency of Addie's bullying behaviors from baseline to post-session and then a slight decrease from post-session to post-meeting. However, these changes were also small and confounded by the fact that Mike reported more within-phase changes during the baseline and post-session phases than across the phases of the study. Thus, it cannot be concluded that there were any meaningful changes in the frequency of Addie's bullying behaviors across any phase of the study.

**Summary.** Overall, there were few changes in the frequency of students' bullying behaviors across the phases of this study, as reported by both students and their counselors. Although Mike reported a slight decrease in the frequency of Ryan's bullying behaviors from baseline to post-session, the decrease first occurred during the baseline phase. Further, Ryan's self-reports do not demonstrate any across-phase changes in the frequency of his bullying behaviors. Parker self-reported a slight decrease in the frequency of his bullying behaviors from baseline to post-session, which was maintained during the post-meeting phase. However, this change was small and was not confirmed by Mike's reports. No other students or counselors reported across-phase changes in the frequency of students' bullying behaviors. Therefore, it does not appear as though either aspect of the T-BIP (i.e., the intervention session or the follow-up meeting) had significant effects on the frequency of students' bullying behaviors.

### **Verbal and Physical Bullying Behaviors**

Given that students and counselors were asked to report on the type of bullying the student perpetrated on a daily basis, it was possible to track changes in the type of bullying perpetrated over time. Specifically, item number three on the DBS-Student and DBS-School surveys comprises the Verbal and Physical Bullying Scale (VPBS; Swearer, 2001). On this scale, seven items measure verbal bullying and four measure physical bullying. Each item is scored on a 5-point scale, where 1=*Never happened* and 5=*Always happened*. Totaling these numbers on a daily basis yields total verbal bullying scores ranging from 7 to 35 and total physical bullying scores ranging from 4 to 20. Scores of '0' were given on days for which no bullying behaviors were reported to take place.

Students' and counselors' reports of students' verbal and physical bullying behaviors are displayed in Figures 4 and 5, respectively; means and standard deviations are presented in Tables 4 and 5, respectively. According to both student and counselor report, students were reported to engage in verbal and physical bullying at similar rates. Thus, a great deal of similarity can be seen in the levels and trends of verbal and physical bullying.

There was very little agreement between students' and counselors' reports. Ryan, Parker, and Addie reported perpetrating both verbal and physical types of bullying less frequently than did their counselor, Mike. Jessa and Kate agreed in their ratings for the majority of the post-session and post-meeting phases. During the baseline phase, Jessa reported more verbal and physical bullying than did Kate

Ryan reported a decrease in his verbal and physical bullying behaviors toward the end of the baseline phase whereas his counselor reported a gradual increase in both types of bullying behaviors. Ryan's counselor reported a sudden decrease in Ryan's verbal and physical bullying behaviors following the transition from the baseline to post-session phase, but Ryan himself reported a slight increase in verbal and physical bullying behaviors during this phase. Ryan reported a decrease in verbal and physical bullying behaviors from the post-session to post-meeting phases but his counselor reported an increase in both types of bullying.

Parker and his counselor both reported gradual increases in his verbal and physical bullying behaviors over the baseline phase. Both Parker and his counselor reported slight but sudden increases in his verbal and physical bullying from baseline to post-session. Additionally, they both reported slight but sudden decreases in both types

of bullying from post-session to post-meeting, but these changes were modest and were not maintained.

Whereas Jessa reported a decrease in her verbal and physical bullying behaviors across the baseline phase, her counselor reported an increase in both types of bullying across this phase. According to both Jessa and Kate, Jessa appeared to show a slight decrease in verbal and physical bullying during the post-session phase, which was maintained during the post-meeting phase; however, this decrease occurred independent of a phase change.

Both Addie and her counselor reported variable levels of verbal and physical bullying behaviors during the baseline phase. Additionally, they both reported an increase in verbal and physical bullying behaviors from the baseline to post-session, but Addie reported a decrease in these types of bullying toward the end of the phase whereas her counselor once again reported varying levels of these bullying behaviors. Addie and her counselor both reported varying levels of verbal and physical bullying during the post-meeting phase. These varying levels throughout the phases made it difficult to establish trends. However, the overlap in data points across all phases demonstrated no significant changes over the course of the study.

Overall, no student participant showed any changes in his or her perpetration of verbal or physical bullying behaviors over the course of the study, according to either student or counselor report.

### **Time and Location of Bullying Behaviors**

The number of days during which students and counselors reported the student bullied in one of several locations and times of day were summed across each phase of

the study for each student. The data for Ryan, Parker, Jessa, and Addie are displayed in Figures 6 through 9, respectively. Students' and counselors' reports were summed and graphed separately.

Some general patterns are readily apparent. Students reported bullying in a rather narrow range of locations and times (i.e., each student endorsed between one and four options) whereas counselors reported that students bullied in a wider variety of locations and times (i.e., endorsing between four and nine options). Specifically, students only reported bullying in homeroom, class, the cafeteria, after school, and during recess. Counselors reported that students bullied in homeroom, class, gym, hallways, bathrooms, the cafeteria, before school, after school, and during recess. No students reported bullying in gym, hallways, bathrooms, or before school. Neither students nor counselors reported that any student bullied on the bus, during dances, at sporting events, on the telephone, online/texting during school, or online/texting outside of school.

Ryan reported bullying only in homeroom and during recess whereas his counselor reported that he bullied most often during class and in the hallway. Parker only reported bullying during homeroom whereas his counselor reported that he bullied most often in class and the hallway. Jessa only reported bullying in homeroom, the cafeteria, and during recess whereas her counselor reported that she bullied most often in class, gym, and the hallway. Addie only reported bullying in homeroom, class, after school, and during recess whereas her counselor reported that she bullied most often during class and in the hallway. Clearly, there is little agreement between the students and their counselors on the times and locations in which the students were reported to bully.



Frequency patterns across phases are not easily established given the varying lengths of time that comprise each phase for each student in the study. Patterns among the students' self-reports are especially difficult to establish given that they endorsed so few choices to begin with. However, some differences in the specific times/locations endorsed over the phases do emerge among the counselors' reports. Ryan's counselor reported that he bullied in the cafeteria, before school, and after school only during the post-meeting phase. Additionally, Ryan was reported to bully in gym and the bathroom during the baseline phase but not during the post-session or post-meeting phases. Parker's counselor reported that Parker bullied during homeroom and in the cafeteria during the baseline and post-session phases but he was not reported to bully in these areas during the post-meeting phase. Jessa's counselor reported that Jessa bullied in gym during baseline and in the hallway during the baseline and post-session phases but that she did not bully in either of these locations during the post-meeting phase. Addie's counselor reported that she bullied in the bathroom during the baseline phase and during recess in the post-session phase, but that she did not bully in either of these locations during the post-meeting phase. Although students' bullying behaviors did not necessarily decrease across the phases of this study, these patterns suggest that the students changed the location/time in which they bullied over time. It is also possible that the students changed in how effectively they hid the bullying that they perpetrated and/or that their counselors changed in how effectively they identified the bullying their students perpetrated.

### **Treatment Acceptability**

All participants in the current study completed measures of treatment acceptability in order to determine their satisfaction with the T-BIP. Means, standard

deviations, and percentages across each group of participants (i.e., student, parent, and counselor) are presented in Table 6.

Students' perceptions of treatment acceptability were measured by administering the 7-item BIRP, which yields scores from 7-35, which higher scores reflecting greater treatment acceptability. Students' ratings of treatment acceptability are displayed in Figure 10. Student participants rated the T-BIP from 31-35, with an average of 33, out of a total possible score of 35. This indicates that all student participants found the T-BIP to be very acceptable. Addie left a comment at the end of the BIRP that stated:

“[Interventionist] is awesome, she rocks!”

Parents' and counselors' perceptions of treatment acceptability were measured via the 15-item TEI, which yields scores from 15-105, where higher scores reflect greater treatment acceptability. Parents' treatment acceptability ratings are displayed in Figure 11. Parent participants gave the T-BIP an average score of 95 out of 105, with scores ranging from 90-105. These scores indicate that all parents found the T-BIP to be very acceptable. Jessa's counselor left a comment at the end of the TEI that stated “I think/know each child is an individual. [Jessa] will react very positively to this. Other students may not like or appreciate having to do this especially if they are unwilling.” Addie's parent also left a comment that stated “I enjoyed all the good things that were said about my daughter and the information provided.”

Counselors' ratings of treatment acceptability are displayed in Figure 12. Out of a total score of 105, counselor participants gave the T-BIP an average score of 90.5. However, there was discrepancy between the two counselors' opinions; Mike gave the T-BIP a score of 105, the highest possible score, whereas Kate gave the T-BIP a score of 76.

These scores indicate that Kate found the T-BIP to be moderately acceptable and Mike found the T-BIP to be very acceptable. It is worth noting that Mike participated in the T-BIP follow-up meetings three times, for each of his three students, and gave the T-BIP a rating of 105 on each occasion. Mike left three comments, one during each of the follow-up meetings he attended, which stated “Superior program! [Interventionist] has been well trained and has very good rapport with my students and their families,” “Superior program! Keep up the great work in helping children!” and “Superior work!”

**Summary.** All participants found the T-BIP to be acceptable. Students and their parents all found the T-BIP to be very acceptable. One counselor found the T-BIP to be very acceptable whereas another counselor found it to be moderately acceptable. Jessa’s counselor’s comment was unique in that it reflected her perception of the T-BIP as being appropriate for Jessa but also her concern regarding for whom the T-BIP may not be appropriate. All other comments reflected a high degree of treatment acceptability for the T-BIP.

## CHAPTER 5

### Discussion

The purpose of this study was to evaluate the effectiveness and acceptability of the Target Bullying Intervention Program (T-BIP) among four middle school students. The research questions examined whether anti-bullying attitudes increased following the T-BIP, whether bullying behaviors decreased following the T-BIP, and, finally, how acceptable student participants, parents, and counselors found the T-BIP.

#### **Question 1: Does the T-BIP Result in an Increase in Anti-Bullying Attitudes?**

It was hypothesized that participation in the T-BIP would result in an increase in students' anti-bullying attitudes. Contrary to this hypothesis, the T-BIP did not appear to have a meaningful effect on students' attitudes toward bullying. Neither Ryan nor Jessa showed any changes in their anti-bullying attitudes across the course of the study. Parker showed a small increase in his anti-bullying attitudes from post-session to post-meeting, but this change was small and was not maintained throughout the post-meeting phase. Addie showed increases in her anti-bullying attitudes from both the baseline to post-session phases and again from the post-session phase to the post-meeting phase but these small changes were not maintained. Thus, only small positive changes were found and these were not consistently found across the four student participants.

To further examine whether the T-BIP changed students' attitudes toward bullying, the pro-bullying and negative-bullying attitude scales were analyzed separately. As with the full 10-item scale, neither Ryan nor Jessa showed any changes in their pro-bullying or negative-bullying attitudes. Parker self-reported a decrease in his pro-bullying and negative-bullying attitudes from the baseline to post-session phase, but these changes

were not maintained across the post-session phase. Addie self-reported a gradual decrease in pro-bullying attitudes and a gradual increase in negative-bullying attitudes from baseline to post-session. These changes were maintained over the post-session and post-meeting phases, but the fact that the changes were modest and first occurred during the baseline phase suggest that what small changes were seen cannot be said to have resulted from any phase of the T-BIP.

There are a variety of possible reasons why the T-BIP did not appear to have a meaningful effect on students' anti-bullying attitudes. First, attitudes toward bullying appeared to be fairly stable; it is possible that the period of data collection was too brief so as to detect meaningful changes in students' attitudes. Further, student participants reported relatively high anti-bullying attitudes even prior to participation in the T-BIP; thus, there was little room for improvement to occur. Interestingly, student participants' anti-bullying attitudes were high despite the fact that their bullying behaviors were prevalent enough to warrant their referral to the T-BIP. Evidence suggests that individuals whose behaviors are not aligned with their attitudes experience cognitive dissonance (Festinger, 1962; Pellegrini et al., 1999). Given that every student participant reported being a bully-victim as opposed to a bully perpetrator, it is possible that these students genuinely held anti-bullying attitudes in general but found ways to justify their own bullying behaviors in order to reduce their own cognitive dissonance. For example, these students may have perceived their own bullying behaviors to be retaliatory and/or necessary to stop the bullying that was happening to them.

It is also possible that the use of the BAS to measure students' attitudes toward bullying was problematic. Previous factor analyses on the BAS have found a two-factor

solution with items loading on a pro-bullying attitudinal scale and an anti-bullying attitudinal scale. However, there is reason to believe that not all responses on the BAS actually reflected students' attitudes toward bullying. Rather, some items may have reflected students' knowledge and/or opinions. For example, item 'I' states "I can understand why someone would bully other kids;" endorsement of this item may reflect knowledge of the reasons why students bully. In fact, the Powerpoint presentation used in the T-BIP session specifically outlines seven major reasons why students bully. Thus, endorsement of this item may not reflect pro-bullying attitudes so much as knowledge of bullying. Further, since attitudes have cognitive, affective, and behavioral components (Allport, 1935; Fazio & Olson, 2007), it is possible that the 15-item BAS was insufficient as to adequately capture all of these attitudinal components.

### **Question 2: Does the T-BIP Result in a Decrease in Bullying Behaviors?**

It was also hypothesized that participation in the T-BIP would result in a decrease in the frequency of students' bullying behaviors. Again, contrary to this hypothesis, the T-BIP did not appear to have a meaningful effect on the frequency of students' bullying behaviors. Both Ryan and his counselor reported a slight decrease in the frequency of Ryan's bullying behaviors during the baseline phase, prior to the phase change. Ryan's counselor reported that this decrease was maintained throughout the post-session phase but not the post-meeting phase whereas Ryan's self-report showed no changes across phases. Parker self-reported a slight decrease in the frequency of his bullying behaviors from the baseline to post-session phases, which was maintained during the post-meeting phase. However, his counselor reported no changes in the frequency of Parker's bullying behaviors across any phases; instead, his counselor reported only a slight decrease during

the baseline phase, prior to the phase change. Jessa self-reported a moderate decrease in the frequency of her bullying behaviors during the baseline phase, prior to the phase change, but neither she nor her counselor reported any change in the frequency of her bullying behaviors across any phases of the study. Both Addie and her counselor reported that there was a slight decrease in the frequency of her bullying behaviors during the baseline phase, prior to the phase change. Addie reported a slight decrease during the post-session phase whereas her counselor reported a slight increase during the post-session phase. Aside from these within-phase changes, Addie reported a slight decrease in the frequency of her bullying behaviors from baseline to post-session but her counselor reported no changes. Both Addie and her counselor reported slight decreases from the post-session to post-meeting phases. There was little agreement between students and their counselors regarding the rate at which students perpetrated bullying. On what few occasions students reported a decrease in bullying behaviors, this decrease was modest, not confirmed by their counselors, not maintained, and/or occurred independent of a phase change.

To further examine possible changes in students' bullying behaviors, verbal and physical bullying behaviors were examined separately. Interestingly, students showed very similar rates of verbal and physical behaviors, as self- and counselor reported. However, there was a low level of agreement between students' and counselors' reports so that what changes were reported were rarely confirmed by the other party. Further, what changes were seen were generally small, not maintained, and/or occurred independent of a phase change.

In summary, the T-BIP cannot be said to have caused a decrease in students' perpetration of bullying behaviors. Even when the frequency of verbal and physical bullying behaviors were analyzed, no meaningful changes were found for any participant.

Previous research yields possible explanations for the failure to detect changes in students' bullying behaviors following their participation in the T-BIP. Some evidence suggests that the introduction of bullying prevention and/or intervention programs may actually lead to increases in reports of bullying and/or victimization (Black & Jackson, 2007; Jeong & Lee, 2013), likely as a result of increasing students' awareness of bullying (Smith & Ananiadou, 2003; Smith, 1997). In fact, one study found that, the more effective a bullying prevention/intervention program was, the more willing students were to report on their own bullying behaviors (Smith, 1997). Thus, as a result of the intervention, participants may become more knowledgeable about the behaviors that constitute bullying as well as more motivated to report bullying behaviors. Increased knowledge and/or motivation to report may lead to increased reporting of bullying behaviors. Thus, it may appear as though bullying is increasing as a result of the intervention. Additionally, actual decreases in bullying behaviors may be obscured by increased reporting of bullying behaviors, thus yielding what appears to be no change in bullying behaviors.

There is evidence to suggest that, in the current study, the T-BIP session resulted in an increase in students' knowledge of bullying. Looking at the scores of the pre- and post-quizzes (Appendix K) that all students completed as part of the T-BIP session, it is clear that each student showed an increase in knowledge of bullying. Out of a maximum possible score of 10, Ryan showed a 2-point increase (i.e., 8 to 10), Parker showed a 3-



point increase (i.e., 5 to 8), Jessa showed a 3-point increase (i.e., 6 to 9), and Addie showed a 1-point increase (i.e., 9 to 10). Thus, it is possible that students' increased knowledge about bullying as a result of participating in the T-BIP actually led them to report more of their bullying behaviors. However, this is only speculation since the current study did not assess for students' motivation to report on the bullying that they perpetrated.

It is also critical to note that the student participants' counselors, Mike and Kate, stated after the conclusion of data collection that they were glad they had participated in the current study because they had had the chance to refer the students they believed were most in need of a therapeutic bullying intervention. All student participants showed a long pattern of bullying as well as other problematic behaviors (e.g., truancy, insubordination, vandalism, racial/sexual harassment), as verified by records of office referrals and other disciplinary actions present in their school files. Further, three of the four student participants had experienced a recent, major family disruption (i.e., father's death, mother's institutionalization, brother's transition to a boys' home). Thus, the student participants in the current study are likely not representative of all students who bully. As a result, the T-BIP may have been insufficient to get to the root of the many individual and environmental factors that were likely causing, contributing to, and/or maintaining student participants' bullying behaviors and attitudes.

Finally, bullying appeared to be a low frequency behavior for the student participants in the current study. Thus, what changes were seen in bullying behaviors were quite small (e.g., 0 to 1 incidents of bullying), making meaningful changes difficult to detect via small case design.

**Question 3: Do Involved Parties Find the T-BIP to be Acceptable?**

Finally, it was hypothesized that all involved parties (i.e., students, counselors, and parents) would find the T-BIP to be acceptable. Consistent with this hypothesis, all students and parents found the T-BIP to be highly acceptable; one counselor (i.e., Mike) found the T-BIP to be highly acceptable and the other (i.e., Kate) found it to be moderately acceptable. The comments left by student, parent, and counselor participants regarding their thoughts about the T-BIP were overwhelmingly positive. Thus, the T-BIP was found to be acceptable by all involved parties.

**Summary**

The T-BIP did not appear to have a meaningful effect on students' anti-bullying attitudes or bullying behaviors. Importantly, no negative changes were found. In fact, what changes were seen were in the expected direction (i.e., increased anti-bullying attitudes and decreased frequency of bullying behaviors). Additionally, all involved participants reported finding the T-BIP to be acceptable. Attrition was limited to a student, who transitioned out of the school prior to participation in the T-BIP, and his parent. All other students, parents, and counselors, including one counselor reporting on three different students, continued participating in the study. This suggests that neither the T-BIP nor the measures required for the current study placed any undue burden on the student, parent, and counselor participants. Further, the high acceptability ratings and positive comments suggest that there were some benefits of T-BIP participation.

**Additional Findings**

Data analysis revealed a number of noteworthy findings and patterns, which are discussed below.

**Gender Differences.** Some research has found that, compared to girls, boys perpetrate bullying more frequently (Camodeca et al., 2002; Cook et al., 2010; Pepler et al., 2008). Consistent with this research, Jessa and Addie showed slightly lower rates of bullying than did Ryan and Parker. Also, consistent with research that has found that boys and girls perpetrate verbal (Scheithauer et al., 2006; Williams & Guerra, 2007) and physical (Boulton et al., 2002) bullying behaviors at similar rates, there were no gender differences in verbal and physical bullying behaviors in the current study. Additionally, there were no gender differences in the time or location in which students perpetrated bullying behaviors.

Interestingly, Jessa and Addie were far more likely to self-report a greater frequency of bullying behaviors than their counselors whereas Mike almost always reported a greater frequency of bullying behaviors than Ryan and Parker self-reported. Given that some research (Crick & Grotpeter, 1995; Rivers & Smith, 1994) has found that girls perpetrate relational bullying more frequently than boys, it could be that Jessa and Addie perpetrated more relational bullying than Ryan and Parker and, further, that their counselors were less likely to identify and report this type of bullying.

No gender differences emerged regarding students' attitudes toward bullying, whether considering the pro-bullying and negative-bullying attitude scales or the combined, 10-item anti-bullying attitude scale. Further, there were no gender differences in students' perceptions of treatment acceptability.

**Where bullying occurs.** Research has found that bullying among secondary students most often occurs in classrooms, hallways, and during recess, with bullying among girls occurring most frequently in classrooms and among boys most frequently on

the playground (Ahmad & Smith, 1994; Rivers & Smith, 1994). Consistent with this research, bullying was reported to occur most often in homeroom, classrooms, hallways, and recess in the current study. No gender differences were found in the current study. There were differences in student and counselor reports of the times and locations in which students perpetrated bullying. Specifically, students were more likely than their counselors to report that they bullied during homeroom whereas their counselors were more likely to report that their students bullied in classrooms and the hallways. It appears as though adults were less aware of the bullying that occurred during homeroom, the first period of the day; perhaps homeroom teachers are not recognizing bullying that occurs because they are responsible for taking attendance, lunch counts, and pausing for announcements. Classrooms and hallways may be locations in which adults are primed to be vigilant for bullying behaviors. Given that adults frequently do not understand the peer context in which conflict occurs, it is theorized that adults overrepresented some peer conflict as bullying behaviors in classrooms and hallways.

**Type of bullying.** Although relational bullying behaviors were not specifically assessed in the current study, there is reason to believe that covert types of bullying were underreported in the current study. Specifically, neither students nor counselors reported a single incident of cyberbullying, either occurring during or out of school. Given that youths spend an average of 18 hours per week online, with 18% of boys and 16% of girls reporting cyberbullying others (Hinduja & Patchin, 2008), this result was surprising. Although it is possible that one or more instances of cyberbullying did occur and were not reported, this is only speculative since student participants' access to electronic devices was not assessed.

### **Implications for Bullying Prevention/Intervention**

**Teacher education.** Bullying was reported to occur most often during homeroom and other classes. This warrants teacher education on the topic of bullying. First, teachers should learn to recognize various types of bullying, both overt and covert, and to accurately distinguish these behaviors from other forms of peer conflict. Second, teachers should be well versed in appropriate methods of responding to bullying when it does happen in the classroom. Recognizing and responding to bullying appropriately should decrease the extent to which bullying occurs in classrooms.

**Adult supervision.** Bullying was also reported to occur quite frequently in hallways, during recess, and sometimes in the cafeteria. Lunch, recess, and transition periods tend to be loud, chaotic situations in which it is difficult to recognize bullying. Increased adult supervision during these situations can help to keep bullying from going unrecognized and unaddressed.

### **Strengths**

There are many strengths inherent to the current study. First, there is a great deal of support for the use of multiple-baseline-across-subjects designs to demonstrate change as a result of an intervention (Gast & Ledford, 2010a; Kazdin, 2011; Kennedy, 2005) while controlling for threats to validity (Kazdin, 2011; Kennedy, 2005). This study was able to utilize this design without posing an ethical dilemma by withholding the T-BIP.

Second, whereas some studies have relied solely on students' (Cornell, Sheras, & Cole, 2006; Solberg & Olweus, 2003) reports, the current study utilized both students' and counselors' reports of students' bullying behaviors.

Third, the current study took many steps to ensure a high degree of fidelity; such thorough fidelity checks are not typically included in program evaluations. Further, the fidelity rates found in the current study were all extremely high, showing that the interventionist followed the critical steps of the intervention, implemented them with a high degree of integrity, and behaved kindly and professionally.

Fourth, the current study utilized research questions and measures to assess for attitudinal as well as behavioral changes that may have resulted from the T-BIP. In fact, the current study utilized different methods of measuring attitudes toward bullying (i.e., one ten-item scale and two five-item subscales) and bullying behaviors (i.e., bullying in general as well as verbal and physical types of bullying).

Fifth, while not included as formal research questions, important changes that may have occurred regarding the time and/or location in which bullying occurred were explored. Further, given the even split of male and female student participants, the study explored any gender differences that may have emerged in the results.

Sixth, the current study included measures of treatment acceptability for all involved participants. All participants were also given the opportunity to provide additional information on their perceptions of the T-BIP via an open-ended item that asked each participant if there was anything else they wanted to say about the T-BIP. Although the T-BIP did not appear to yield any positive effects, it is noteworthy that all involved participants reported finding the T-BIP to be an acceptable intervention.

### **Limitations**

Despite its many strengths, there are also many limitations to the current study. These limitations are discussed in more detail below. Recommendations for future research studies are also provided.

**External validity.** External validity is of concern with any small case design given that a small number of participants cannot be assumed to generalize to the wider population. Future studies should include a more diverse sample of participants to better represent the national population.

In the current study, particularly, external validity is of concern since the students' counselors, Mike and Kate, stated that they referred the students most in need of a therapeutic bullying intervention. That is, as previously discussed, the students referred to the current study were thought by their counselors to show the most frequent and severe bullying behaviors of all students in their middle school and also demonstrated more severe needs as a result of other problems and/or major life disruptions. Future studies should utilize a more representative sample of students who bully. Further, future studies should better account for factors (e.g., family disruption, mental illness, a larger pattern of problematic behaviors) that may affect students' responses to the intervention

**Internal validity.** In the current study, it was important to take efforts to ensure that any changes in attitudes and/or behaviors seen were caused by the T-BIP and not outside influences. Therefore, efforts were made to track the consequences of bullying behaviors, which may have served to be competing interventions. During the course of the study, students were asked to indicate the consequences of their bullying behaviors. Students reported that there were consequences for their bullying behaviors only seven times. One time a student reported receiving a time-out; the other six consequences were

marked “other.” When asked what other consequence they received, students wrote “think time,” “I had to talk to the PE teacher,” “I went to the counselor’s,” “A teacher told me to keep our distance,” “Got a boring lecture and questioning,” and “Went to counselors.” Given how infrequently students reported receiving consequences for their bullying behaviors, it is unlikely that there were competing interventions occurring at the school at the time students participated in the T-BIP sessions and follow-up meetings.

A potential limitation to the current study is that counselors were not asked to report on the consequences students received for their bullying behaviors. It was hypothesized that the repeated act of asking counselors to record the consequences they delivered to students as a result of their bullying behaviors might encourage counselors to take more effective and/or consistent actions than they normally would have, which would further threaten internal validity in the current study. However, by failing to ask about the actions counselors took, it is possible that potentially competing interventions were missed.

A further limitation is the fact that, despite the dearth of consequences students reported receiving as a result of their bullying behaviors, the fact that many positive changes appeared to occur prior to phase changes suggests the existence of competing interventions. As is discussed in more detail below, the method of obtaining students’ self-reports of the frequency of their bullying behaviors likely served as a competing intervention.

**Type of measures.** Internal validity is also threatened by the method by which data on attitudes toward bullying and bullying behaviors were collected. As discussed in the literature review, the mere process of assessing students may serve as an intervention



(Finn & Tonsager, 1997; Tharinger et al., 2009). Thus, the process by which data on students' attitudes toward bullying and bullying behaviors were collected may have served to change their attitudes and/or behaviors. Further evidence suggests that this process of recording attitudes and behaviors may have served as a type of self-monitoring. Self-monitoring has been found to decrease problematic behaviors, such as off-task behavior (Crawley, Lynch, & Vannest, 2006; King, Radley, Jenson, Clark, & O'Neil, 2014). Thus, it is possible that the method of self-reporting on their attitudes toward bullying and bullying behaviors actually increased students' awareness of their attitudes and behaviors and motivated them to alter them. This is one possible explanation for the fact that some participants showed changes soon after beginning completing the DBS-Student surveys (i.e., during the baseline phase) but prior to receiving the intervention.

**Respondents.** Researchers have been encouraged to utilize additional sources of data on bullying behaviors to supplement information gleaned from students' self-reports (Cornell et al., 2006). The current study supplemented students' self-reports by soliciting counselors' reports of students' bullying behaviors. Counselors were ideal reporters of students' bullying because teachers and other school staff members reported on students' bullying behaviors to their respective counselors as per school procedures. Far from validating students' reports, however, student and counselor reports of the frequency, type, and even time/location of students' bullying behaviors were very inconsistent. Although each student and counselor was presented with an identical definition of bullying prior to completing each DBS survey, this may have been insufficient to convey universal understandings of the behaviors that do and do not constitute bullying. Future

studies should take additional steps to ensure that all reporters are conceptualizing bullying in the same manner.

Some evidence suggests that adults and youths have difficulty distinguishing bullying from “drama” and other sorts of peer conflict (Allen, 2012). Adults may witness peer conflict occurring in peer situations in which they do not understand the peer context, including the history and presence of power, leading them to over- or under-report bullying behaviors. Further, because certain types of conflict may escalate into bullying, it may be that counselors reported several instances of conflict and the bullying that resulted as separate incidents whereas the students may have only reported their eventual act of bullying as a single act. This may explain the fact that counselors often reported more bullying behaviors than did the students and shed light on why students and counselors gave very different reports on where the bullying occurred.

Although the counselors did not appear to underreport bullying in the current study, evidence suggests that school staff members frequently underreport bullying, likely because so many acts of bullying occur covertly (Eslea & Rees, 2001; Pellegrini & Bartini, 2000). Students have also been found to underreport peers’ bullying behaviors (Barboza et al., 2009; Craig & Pepler, 1997; Sawyer et al., 2008; Unnever & Cornell, 2004). Perhaps this is why evidence has found that data obtained via counselor report and peer-nomination data are consistent (Cornell & Mehta, 2011). However, since peer-nomination data collection procedures typically procure data from multiple students, problems such as underreporting and dishonest reporting may be minimized. In fact, studies (e.g., Crick & Grotpeter, 1995; Nabuzoka, 2003) have found support for the reliability and validity of peer-report measures of victimization. Future studies may be

better served by utilizing students' reports on their peers' bullying behaviors in addition to students' self-reports and counselors' reports.

**Duration of data collection.** The current study only followed students for four to seven weeks following their participation in the initial part of the T-BIP intervention (i.e., the T-BIP session). Future studies are encouraged to collect data for a greater duration of time in order to establish that any positive effects are maintained for a meaningful period of time. Additionally, since some interventions take time for their positive effects to manifest (Cornell et al., 2006), collecting data for a greater duration of time will allow studies to better detect potentially delayed positive effects.

**Respondent fatigue.** Although the DBS surveys were not long, they may have been found to be tedious since student and counselor participants completed them once every school day for several weeks. Respondents repeatedly exposed to surveys may become fatigued and/or bored, a phenomenon called respondent fatigue or fatigue bias (Edwards, Desai, Gidycz, & VanWynsberghe, 2009; Hart, Rennison, & Gibson, 2005; Thornberry & Krohn, 2003), which can impair the accuracy of respondents' reporting. It was previously argued that future studies should collect data for a longer period of time. Doing so may also reduce the potential for respondent fatigue since a longer period of data collection may allow for surveys to be administered less frequently (e.g., two or three times per week) in order to obtain sufficient numbers of data points while reducing the likelihood of fatigue effects. Future studies may also benefit from utilizing shortened versions of the DBS surveys, which ask for fewer details regarding bullying perpetration (e.g., where it occurred and what type of bullying it was). This may further reduce the

possibility of respondent fatigue while still gaining critical data on the frequency of bullying behaviors and attitudes toward bullying.

**Awareness of expectations.** The same interventionist carried out the intervention for each student. Although this was a strength in terms of consistency, it is problematic in that the interventionist was also the author of this dissertation. The interventionist had a vested interest in the outcome of the study and was not blind to the times during which each student received each aspect of the intervention. Although this limitation is mitigated by the fact that the interventionist did not serve as a respondent, student and counselor respondents were also aware of the exact timing of students' interventions. Thus, respondents could have been biased in reporting changes in students' attitudes toward bullying and/or bullying behaviors when they knew that the intervention was taking place. However, the fact that no significant changes were detected in terms of students' attitudes toward bullying or bullying behaviors during any phase of the study indicates that this was not a concern in the present study.

**Small case design.** Some characteristics of the data collected in the current study did not lend themselves well to a small case design. First, students' attitudes were relatively stable, making it difficult to detect any changes via a small case design. Second, the fact that bullying was a low frequency behavior throughout the study meant that it was difficult to track the trends and detect changes. Future studies may benefit from using alternative designs.

### **Recommendations for Future Research**

Based on the limitations in the current study, many recommendations for future research have been described. In particular, future studies should better control for

competing interventions, utilize a more representative sample of students who bully, and supplement student self-report and counselor report with peer reports. Further, given the limitations of using a small case design to detect changes in a relatively stable construct (i.e., attitudes) and a low frequency behavior (i.e., bullying), it is recommended that future studies include a greater number of participants and utilize a quantitative design.

It is also recommended that future studies compare the outcomes of students participating in the T-BIP with the outcomes of students participating in alternate interventions as well as a control in order to more accurately weigh the costs and benefits of intervening. Comparing the T-BIP to a control is helpful in order to see whether the time and effort invested in the T-BIP yields meaningful results compared to no time and effort at all. Additionally, comparing the T-BIP to an alternate intervention is necessary to see whether the T-BIP, a rather short, intense intervention, yields changes as robust as an intervention that takes several more weeks to complete. To this end, it is critical that data be collected at length to further analyze to what extent any changes seen are maintained.

Further, given that the T-BIP is a tertiary intervention, it is best studied as used within schools with solid primary and secondary interventions. Specifically, the T-BIP should be utilized within the context of PBIS and/or a school-wide bullying prevention/intervention program. Doing so is likely to maximize any positive effects of the T-BIP, thus making them more easily detectable.

## **Conclusion**

The purpose of this study was to evaluate the T-BIP, a one-on-one, cognitive-behavioral intervention for students exhibiting bullying behaviors. The T-BIP has not yet

been formally evaluated, so the current study aimed to fill a void in the research by examining the hypothesized outcomes of the T-BIP, namely increases in students' anti-bullying attitudes and decreases in the frequency of students' bullying behaviors. Further, the extent to which student, counselor, and parent participants found the T-BIP to be acceptable was assessed.

Although the current study could not demonstrate positive effects in terms of increasing students' anti-bullying attitudes and decreasing the frequency of student's anti-bullying behaviors, no evidence was found for negative effects (i.e., an increase in students' pro-bullying attitudes and the frequency of student's bullying behaviors). Further, all involved parties reported finding the T-BIP to be an acceptable intervention.

Bullying is a prevalent problem associated with negative outcomes for all students. Given the limitations associated with many extant bullying prevention/intervention programs and the dearth of individualized bullying interventions, the T-BIP is a unique bullying intervention that could potentially fill an important void in bullying prevention and intervention efforts if it is found to positively affect students' bullying behaviors and attitudes toward bullying. Additional studies are needed to further investigate the effects of the T-BIP. In particular, future research should utilize a larger, more diverse sample, obtain data from a greater number of sources, and continue collecting data beyond several weeks so as to increase the chances of detecting any delayed attitudinal and/or behavioral changes.

In conclusion, the current study investigated the effects of an intervention that fills a need for individualized, tertiary bullying interventions. Future studies that further investigate the T-BIP are warranted. Given the many strengths and limitations of the

current study, future studies are well poised to adopt many of the same procedures of the current study while improving upon certain methods to minimize the effects of the limitations inherent in the current study. Perhaps the greatest strength of the current study is the fact that all involved participants found their participation to be an enjoyable experience, as evidenced by their high treatment acceptability ratings and positive comments. Thus, this study represents important contributions to both the field of bullying research as well as the school in which it took place. As Mike wrote: “Superior program! Keep up the great work in helping children!” When educators, psychologists, and researchers work together to help students interact with one another in positive, healthy ways, we can disrupt the bullying dynamic and promote positive peer relationships.

## References

- Ahmad, Y., & Smith, P. K. (1994). Bullying in schools and the issue of sex differences. In J. Archer (Ed.), *Male Violence* (pp. 70-83). London: Routledge.
- Allen, K. P. (2012). Off the radar and ubiquitous: Text messaging and its relationship to 'drama' and cyberbullying in an affluent, academically rigorous US high school. *Journal of Youth Studies*, 15, 99-119. doi: 10.1080/13676261.2011.630994
- Allport, G. W. (1935). Attitudes. In C. Murchison (Ed.), *Handbook of Social Psychology* (pp. 798-844). Worcester, MA: Clark University Press.
- American Psychological Association Zero Tolerance Task Force. (2008). Are zero tolerance policies effective in the schools? An evidentiary review and recommendations. *American Psychologist*, 63, 852–862. doi: 10.1037/0003-066X.63.9.852
- Anderson, C. A., & Huesmann, L. R. (2007). Human aggression: A social-cognitive view. In M. A. Hogg & J. Cooper (Eds.), *The sage handbook of social psychology* (pp. 259-287). London: Sage Publications.
- Anderson, C. A., & Kincaid, D. (2005). Applying behavior analysis to school violence and discipline problems: Schoolwide positive behavior support. *The Behavior Analyst*, 28, 49-63. Retrieved from <http://www.ncbi.nlm.nih.gov/pmc/articles/PMC2755344/>
- Archer, J. (2004). Sex differences in aggression in real- world settings: A meta-analytic review. *Review of General Psychology*, 8, 291–322. doi: 10.1037/1089-2680.8.4.291



- Arseneault, L., Bowes, L., & Shakoor, S. (2010). Bullying victimization in youth and mental health problems: "Much ado about nothing?" *Psychological Medicine*, 40, 717-729. doi:10.1017/S0033291709991383
- Austin, C. A., Krumholz, L. S., & Tharinger, D. J. (2012). Therapeutic assessment with an adolescent: Choosing connections over substances. *Journal Of Personality Assessment*, 94, 571-585. doi:10.1080/00223891.2012.670679
- Bacchini, E., Esposito, G., & Affuso, G. (2009). School experience and school bullying. *Journal of Community and Applied Social Psychology*, 19, 17-32. doi: 10.1002/casp.975
- Baer, D. M., Wolf, M. M., & Risley, T. R. (1968). Some current dimensions of applied behavior analysis. *Journal of Applied Behavior Analysis*, 1, 91-97. doi: 10.1901/jaba.1968.1-91
- Baldry, A. C. (2003). Bullying in schools and exposure to domestic violence. *Child Abuse & Neglect*, 27, 713-732. doi:10.1016/S0145-2134(03)00114-5
- Baldry, A. C. (2004). The impact of direct and indirect bullying on the mental and physical health of Italian youngsters. *Aggressive Behavior*, 30, 343-355. doi:10.1002/ab.20043
- Baldry, A. C., & Farrington, D. P. (1999). Brief report: Types of bullying among Italian school children. *Journal of Adolescence*, 22, 423-426. doi: 10.1006/jado.1999.0234
- Baldry, A. C., & Farrington, D. P. (2007). Effectiveness of programs to prevent school bullying. *Victims & Offenders*, 2, 183-204. doi: 10.1080/15564880701263155
- Bandura, A. (1977). *Social learning theory*. Oxford, England: Prentice-Hall.

- Bandura, A. (1978). Social learning theory of aggression. *Journal of Communication*, 28, 12-29. doi: 10.1111/j.1460-2466.1978.tb01621.x
- Bandura, A. (1986). *Social foundations of thought and action: A social cognitive theory*. Englewood Cliffs, NJ: Prentice-Hall.
- Bandura, A., Ross, D., & Ross, S. A. (1961). Transmission of aggression through imitation of aggressive models. *Journal of Abnormal and Social Psychology*, 63, 575-583. doi: 10.1037/h0045925
- Barak, A., & LaCrosse, M. B. (1975). Multidimensional perception of counselor behavior. *Journal of Counseling Psychology*, 22, 471-476. doi: 10.1037/0022-0167.22.6.471
- Barboza, G. E., Schiamberg, L. B., Oehmke, J., Korzeniewski, S. J., Post, L. A., & Heraux, C. G. (2009). Individual characteristics and the multiple contexts of adolescent bullying: An ecological perspective. *Journal of Youth and Adolescence*, 38, 101-121. doi: 10.1007/s10964-008-9271-1
- Bauman, S., & Del Rio, A. (2006). Preservice teachers' responses to bullying scenarios: Comparing physical, verbal, and relational bullying. *Journal of Educational Psychology*, 98, 219-231. doi: 10.1037/0022-0663.98.1.219
- Bauman, S. (2008). The role of elementary school counselors in reducing school bullying. *The Elementary School Journal*, 108, 362-375. doi: 10.1086/589467
- Bauer, N. S., Lozano, P., & Rivara, F. P. (2007). The effectiveness of the Olweus Bullying Prevention Program in public middle schools: A controlled trial. *Journal of Adolescent Health*, 40, 266-274. doi: 10.1016/j.jadohealth.2006.10.005
- Bell, C. D., Raczynski, K. A., & Horne, A. M. (2010). Bully Busters abbreviated:

- Evaluation of a group-based bully intervention and prevention program. *Group Dynamics: Theory, Research, and Practice*, 14, 257-267. doi: 10.1037/a0020596
- Bender, D., & Lösel, F. (2011). Bullying at school as a predictor of delinquency, violence, and other anti-social behaviour in adulthood. *Criminal Behaviour and Mental Health*, 21, 99-106. doi: 10.1002/cbm.799
- Beran, T. N. (2006). A construct validity study of bullying. *Alberta Journal of Educational Research*, 52, 241-250. Retrieved from [http:// www.ajer.synergiesprairies.ca/ajer/index.php/ajer/article/download/578/563](http://www.ajer.synergiesprairies.ca/ajer/index.php/ajer/article/download/578/563)
- Beran, T., & Li, Q. (2007). The relationship between cyberbullying and school bullying. *Journal of Student Wellbeing*, 1, 15-33. Retrieved from <http://www.ojs.unisa.edu.au/index.php/JSW/article/viewFile/172/139>.
- Berger, C., & Rodkin, P. C. (2009). Male and female victims of male bullies: Social status differences by gender and informant source. *Sex Roles*, 61, 72-84. doi: 10.1007/s11199-009-9605-9
- Berk, L. (2009) *Child development*. Boston, MA: Allyn & Bacon
- Berkey, L. G., Keyes, B. J., & Longhurst, I. E. (2001). Bully-proofing: What one district learned about improving school climate. *Reclaiming Children and Youth*, 9, 224-228. Retrieved from [http://reclaimingjournal.com/sites/default/files/journal-article-pdfs/09\\_4\\_Berkey\\_Keyes\\_Longhurst.pdf](http://reclaimingjournal.com/sites/default/files/journal-article-pdfs/09_4_Berkey_Keyes_Longhurst.pdf)
- Berkowitz, L. (1993). *Aggression: Causes, consequences, and control*. New York, NY: McGraw-Hill.
- Berkowitz, R., & Benbenishty, R. (2012). Perceptions of teachers' support, safety, and absence from school because of fear among victims, bullies, and bully-victims.

*American Journal of Orthopsychiatry*, 82, 67-74. doi: 10.1111/j.1939-0025.2011.01132.x

Berndt, T. J. (1982). The features and effects of friendship in early adolescence. *Child Development*, 53, 1447-1460. doi: 10.2307/1130071

Berthold, K. A., & Hoover, J. H. (2000). Correlates of bullying and victimization among intermediate students in the Midwestern USA. *School Psychology International*, 21, 65-78. doi: 10.1177/0143034300211005

Biesta, G. (2007). Why “what works” won’t work: Evidence-based practice and the democratic deficit in educational research. *Educational Theory*, 57, 1-22. doi: 10.1111/j.1741-5446.2006.00241.x

Biggs, B. K., Vernberg, E. M., Twemlow, S. W., Fonagy, P. & Dill, E. J. (2008). Teacher adherence and its relation to teacher attitudes and student outcomes in an elementary school based violence prevention program. *School Psychology Review*, 237, 533-549. Retrieved from <http://eric.ed.gov/?id=EJ825082>

Björkqvist, K., Lagerspetz, K. M. J., & Kaukiainen, A. (1992). Do girls manipulate and boys fight? Developmental trends in regard to direct and indirect aggression. *Aggressive Behavior*, 18, 117-127. doi: 10.1002/1098-2337(1992)18:2<117::AID-AB2480180205>3.0.CO;2-3

Black, S. A., & Jackson, E. (2007). Using bullying incident density to evaluate the Olweus Bullying Prevention Programme. *School Psychology International*, 28, 623-638. doi: 10.1177/0143034307085662

- Bond, L., Carlin, J., Thomas, L., Rubin, K., & Patton, G. (2001). Does bullying cause emotional problems? A prospective study of young teenagers. *British Medical Journal*, 323, 480-484. doi:10.1136/bmj.323.7311.480
- Bonds, M., & Stoker, S. (2000). *Bully-Proofing Your School: A comprehensive approach for middle schools* (2<sup>nd</sup> ed.). Longmont, CO: Sopris West.
- Bosworth, K., Espelage, D. L., & Simon, T. R. (1999). Factors associated with bullying behavior in middle school students. *The Journal of Early Adolescence*, 19, 341-362. doi: 10.1177/0272431699019003003
- Boulton, M. J., Duke, E., Holman, G., Laxton, E., Nicholas, B., Spells, R.,... Woodmansey, H. (2009). Associations between being bullied, perceptions of safety in classroom and playground, and relationship with teacher among primary school pupils. *Educational Studies*, 35, 255-267. doi: 10.1080/03055690802648580
- Boulton, M. J., & Smith, P. K. (1994). Bully/victim problems in middle school children: Stability, self-perceived competence, peer acceptance, *British Journal of Developmental Psychology*, 12, 315-325. doi: 10.1111/j.2044-835X.1994.tb00637.x
- Boulton, M. J., Trueman, M., & Flemington, I. (2002). Associations between secondary school pupils' definitions of bullying, attitudes towards bullying, and tendencies to engage in bullying: Age and sex differences. *Educational Studies*, 28, 353-370. doi: 10.1080/0305569022000042390
- Bower, M. (2010). The therapeutic value of a combined assessment. *Journal of Social Work Practice*, 24, 171-179. doi: 10.1080/02650531003741645

- Bowes, L., Arseneault, L., Maughan, B., Taylor, A., Caspi, A., & Moffitt, T. E. (2009). School, neighborhood, and family factors are associated with children's bullying involvement: A nationally representative longitudinal study. *Journal of the American Academy of Child Adolescent Psychiatry*, 48, 545-553. doi: 10.1097/CHI.0b013e31819cb017
- Bradshaw, C., Sawyer, A., & O'Brennan, L. (2007). Bullying and peer victimization at school: Perceptual differences between students and school staff. *School Psychology Review*, 36, 361- 383. Retrieved from <http://www.nasponline.org/publications/spr/>
- Bradshaw, C. P., Sawyer, A. L., & O'Brennan, L. M. (2009). A social disorganization perspective on bullying-related attitudes and behaviors: The influence of school context. *American Journal of Community Psychology*, 43, 204-220. doi: 10.1007/s10464-009-9240-1
- Bronfenbrenner, U. (1979). *The ecology of human development*. Cambridge, MA: Harvard University Press.
- Brown, E. C., Low, S., Smith, B. H., & Haggerty, K. P. (2011). Outcomes from a school-randomized controlled trial of Steps to Respect: A bullying prevention program. *School Psychology Review*, 40, 423-443. Retrieved from [http://www.sdr.org/pubs/ResearchBrief\\_Nov2011.pdf](http://www.sdr.org/pubs/ResearchBrief_Nov2011.pdf)
- Buhs, E. S., McGinley, M., & Toland, M. D. (2010). Overt and relational victimization in Latinos and European Americans: Measurement equivalence across ethnicity, gender, and grade level in early adolescent groups. *The Journal of Early Adolescence*, 30, 171-197. doi:10.1177/0272431609350923

- Bussey, K., & Bandura, A. (1999). Social cognitive theory of gender development and differentiation. *Psychological Review*, 106, 676-713. doi: 10.1037/0033-295X.106.4.676
- Cairns, R. B., Cairns, B. D., Neckerman, H. J., Ferguson, L. L., & Gariepy, J.-L. (1989). Growth and Aggression: 1. Childhood to early adolescence. *Developmental Psychology*, 25, 320-330. doi: 10.1037/0012-1649.25.2.320
- Camodeca, M., Goossens, F. A., Terwogt, M. M., & Schuengel, C. (2002). Bullying and victimization among school-age children: Stability and links to proactive and reactive aggression. *Social Development*, 11, 332-345. doi: 10.1111/1467-9507.00203
- Caravita, S. C. S., Gini, G., & Pozzoli, T. (2012). Main and moderated effects of moral cognition and status on bullying and defending. *Aggressive Behavior*, 38, 456-468. doi: 10.1002/ab.21447
- Card, N. A., Stucky, B. D., Sawalani, G. M., & Little, T. D. (2008). Direct and indirect aggression during childhood and adolescence: A meta-analytic review of gender differences, intercorrelations, and relations to maladjustment. *Child Development*, 79, 1185-1229. doi: 10.1111/j.1467-8624.2008.01184.x
- Carney, A. G., & Merrell, K. W. (2001) Bullying in schools: Perspectives for understanding and preventing an international problem. *School Psychology International*, 22, 364-382. doi: 10.1177/0143034301223011
- Cassidy, T. (2009). Bullying and victimisation in school children: The role of social identity, problem-solving style, and family and school context. *Social Psychology of Education*, 12, 63-76. doi: 10.1007/s11218-008-9066-y

- Centers for Disease Control and Prevention (2013). The social-ecological model: A framework for violence prevention. Retrieved from: [http://www.cdc.gov/ViolencePrevention/pdf/SEM\\_Framework-a.pdf](http://www.cdc.gov/ViolencePrevention/pdf/SEM_Framework-a.pdf)
- Chaux, E., Molano, A., & Podlesky, P. (2009). Socio-economic, socio-political, and socio-emotional variables explaining school bullying: A country-wide multilevel analysis. *Aggressive Behavior*, 35, 520-529. doi: 10.1002/ab.20320
- Christie-Mizell, C. A. (2003). Bullying: The consequences of interparental discord and child's self-concept. *Family Process*, 42, 237-250. doi: 10.1111/j.1545-5300.2003.42204.x
- Cicchetti, D., & Rogosch, F. A. (1996). Equifinality and multifinality in developmental psychopathology. *Development and Psychopathology*, 8, 597-600. doi: 10.1017/S0954579400007318
- Cillessen, A. H. N., & Mayeux, L. (2007). Variations in the association between aggression and social status: Theoretical and empirical perspectives. In P. H. Hawley, T. D. Little, & P. C. Rodkin (Eds.), *Aggression and adaptation: The bright side to bad behavior* (pp. 135-156). Mahwah, N: Erlbaum.
- Collins, A. M., & Swearer, S. M. (2013, February). *Analysis of a bullying attitudinal scale*. Poster presented at the annual conference of the National Association of School Psychologists, Seattle, WA.
- Committee for Children. (2001). *Steps to Respect: A bullying prevention program*. Seattle, WA: Author.
- Committee for Children. (2002). *Second Step: A violence prevention curriculum. Preschool/kindergarten-grade 9 trainer's manual* (3<sup>rd</sup> ed.). Seattle, WA: Author.



Committee for Children. (2015, April 16). *Second Step: Early Learning Through Grade 8*.

Retrieved from <http://www.cfchildren.org/second-step>

Connolly, J., Pepler, D., Craig, W., & Taradash, A. (2000). Dating experiences of bullies in early adolescence. *Child Maltreatment*, 5, 299-310. doi: 10.1177/1077559500005005002

Cook, C. R., Williams, K. R., Guerra, N. G., Kim, T. E., & Sadek, S. (2010). Predictors of bullying and victimization in childhood and adolescence: A meta-analytic investigation. *School Psychology Quarterly*, 25, 65-83. doi: 10.1037/a0020149

Cooke, M. B., Ford, J., Levine, J., Bourke, C., Newell, L., & Lapidus, G. (2007). The effects of city-wide implementation of 'Second Step' on elementary school students' prosocial and aggressive behaviors. *The Journal of Primary Prevention*, 28, 93-115. doi: 10.1007/s10935-007-0080-1

Cooper, J. O., Heron, T. E., & Heward, W. L. (2007). *Applied behavior analysis* (2<sup>nd</sup> ed). Upper Saddle River, NJ: Person Education, Inc.

Copeland, W. E., Wolke, D., Angold, A., & Costello, J. (2013). Adult psychiatric outcomes of bullying and being bullied by peers in childhood and adolescence. *The Journal of the American Medical Association*, 70, 419-426. doi: 10.1001/jamapsychiatry.2013.504

Cornell, D. G., & Bandyopadhyay, S. (2010). The assessment of bullying. In S. R. Jimerson, S. M. Swearer, & D. L. Espelage (Eds.), *Handbook of bullying in schools: An international perspective* (pp. 265-276). New York: Routledge.

Cornell, D., Gregory, A., Huang, F., & Fan, X. (2013). Perceived prevalence of teasing

- and bullying predicts high school dropout rates. *Journal of Educational Psychology*, 105, 138-149. doi: 10.1037/a0030416
- Cornell, D., & Mehta, S. B. (2011). Counselor confirmation of middle school student self-reports of bullying victimization. *Professional School Counseling*, 14, 261-270. doi: 10.5330/PSC.n.2011-14.261
- Cornell, D. G., Sheras, P. L., & Cole, J. C. M. (2006). Assessment of Bullying. In S. R. Jimerson & M. Furlong (Eds). *The handbook of school violence and school safety: From research to practice*. (pp. 191-209). Mahwah, NJ: Lawrence Erlbaum Associates.
- Corrigan, J. D., & Schmidt, L. D. (1983). Development and validation of revisions in the Counselor Rating Form. *Journal of Counseling Psychology*, 30, 64-75. doi: 10.1037/0022-0167.30.1.64
- Craig, W. M. (1998). The relationship among bullying, victimization, depression, anxiety, and aggression in elementary school children. *Personality and Individual Differences*, 24, 123-130. doi: 10.1016/S0191-8869(97)00145-1
- Craig, W. M. (2009). A cross-national profile of bullying and victimization among adolescents in 40 countries. *International Journal of Public Health*, 54, 216-224. doi: 10.1007/s00038-009-5413-9.
- Craig, W. & Harel, Y. (2004). Bullying, physical fighting, and victimization. In C. Currie, C. Roberts, A. Morgan, R. Smith, W. Settertobulte, O. Samdal, & R. V. Barnekow (Eds.), *Young people's health in context: Health behaviour in school-aged children (HBSC) study, international report from the 2001/2002 Survey*,

(Health Policy for Children and Adolescents, No. 4, pp. 133-144). Copenhagen:  
WHO Regional Office for Europe.

Craig W. M., & Pepler D. (1995). Observations of bullying in the playground and in the classroom. *School Psychology International*, 21, 22-36.

doi: 10.1177/0143034300211002

Craig, W. M., & Pepler, D. J. (1997). Observations of bullying and victimization in the school yard. *Canadian Journal of School Psychology*, 13, 41-60. doi:

10.1177/082957359801300205

Crawley, S. H., Lynch, P., & Vannest, K. (2006). Self-monitoring to reduce off-task behavior and cross-correlation examination of weekends and absences as an antecedent of off-task behavior. *Child & Family Behavior Therapy*, 28, 29-48.

doi: 10.1300/J019v28n02\_03

Crick, N. R., & Bigbee, M. A. (1998). Relational and overt forms of peer victimization: A multiinformant approach. *Journal of Consulting and Clinical Psychology*,

66, 337-347. doi: 10.1037/0022-006X.66.2.337

Crick, N. R., & Dodge, K. A. (1996). Social information-processing mechanisms in reactive and proactive aggression. *Child Development*, 67, 993-1002.

doi: 10.2307/1131875

Crick, N. R., & Grotpeter, J. (1995). Relational aggression, gender, and social-psychological adjustment. *Child Development*, 66, 710-722.

doi: 10.2307/1131945

Crick, N., Casas, J., & Ku, H. (1999). Relational and physical forms of peer victimization in preschool. *Developmental Psychology*, 35, 376-385.

doi:10.1037/0012-1649.35.2.376

Crick, N., Nelson, D., Morales, J., Cullerton-Sen, C., Casas, J., & Hickman, S. (2001).

Relational victimization in childhood and adolescence: I hurt you through the grapevine. In J. Juvonen & S. Graham (Eds.), *School-based peer harassment: The plight of the vulnerable and victimized* (pp. 196–214). New York: Guilford Press.

Curtner-Smith, M. E. (2000). Mechanisms by which family processes contribute to school-age boys' bullying. *Child Study Journal*, 30, 169-186. Retrieved from <http://eric.ed.gov/?id=EJ626921>

David-Ferdon, C., & Feldman, M. (2007). Electronic media, violence, and adolescents: An emerging public health problem. *Journal of Adolescent Health*, 41, S1-S5. doi: 10.1016/j.jadohealth.2007.08.020

Diamanduros, T., Downs, E., & Jenkins, S. J. (2008). The role of school psychologists in the assessment, prevention, and intervention of cyberbullying. *Psychology in the Schools*, 45, 693-704. doi: 10.1002/pits.20335

Dishion, T. J., McCord, J., & Poulin, F. (1999). When interventions harm: Peer groups and problem behavior. *American Psychologist*, 54, 755-764. doi: 10.1037/0003-066X.54.9.755

Dodge, K. A. (1991). The structure and function of reactive and proactive aggression. In D. J. Pepler & K. H. Rubin (Eds.), *The development and treatment of childhood aggression* (pp. 201-216). Hillsdale, NJ: Erlbaum.

Dodge, K. A., & Coie, J. D. (1987). Social-information-processing factors in reactive and proactive aggression in children's peer groups. *Journal of Personality and Social Psychology*, 53, 1146-1158. doi: 10.1037/0022-3514.53.6.1146

- Doll, B., Song, S., & Siemers, E. (2004). Classroom ecologies that support or discourage bullying. In D. L. Espelage & S. M. Swearer (Eds.). *Bullying in American schools: A social-ecological perspective on prevention and intervention* (pp. 161-183). Mahwah, NY: Lawrence Erlbaum Associates Publishers.
- Doll, B., & Swearer, S. (2006). Cognitive-behavioral interventions for participants in bullying and coercion. In R. Mennuti, A. Freeman, & R. Christner (Eds.), *Cognitive behavioral interventions in educational settings: A handbook for practice* (pp. 183-201). New York, NY: Brunner-Routledge.
- Dooley, J. J., Pyzalski, J., & Cross, D. (2009). Cyberbullying versus face-to-face bullying: A theoretical and conceptual review. *Journal of Psychology, 217*, 182-188. doi: 10.1027/0044-3409.217.4.182.
- Dukes, R. L., Stein, J. A., & Zane, J. I. (2010). Gender differences in the relative impact of physical and relational bullying on adolescent injury and weapon carrying. *Journal of School Psychology, 48*, 511-532. doi:10.1016/j.jsp.2010.08.001
- Dulmus, C., Sowers, K., & Theriot, M. (2006). Prevalence and bullying experiences of victims and victims who become bullies (bully-victims) at rural schools. *Victims & Offenders, 1*, 15-31. doi: 10.1080/15564880500498945
- Edwards, K. M., Desai, A. D., Gidycz, C. A., & VanWynsberghe, A. (2009). College women's aggression in relationships: The role of childhood and adolescent victimization. *Psychology of Women Quarterly, 33*, 255-265. doi: 10.1111/j.1471-6402.2009.01498.x
- Elliott, S. N., Witt, J. C., Galvin, G. A., & Moe, G. L. (1986). Children's involvement in intervention selection: Acceptability interventions for misbehaving peers.

- Professional Psychology: Research and Practice*, 17, 235-241. Retrieved from <http://psycnet.apa.org/journals/pro/17/3/235/>
- Elliott, S. N., Witt, J. C., Galvin, G. A., & Peterson, R. (1984). Acceptability of positive and reductive behavioral interventions: Factors that influence teachers' decisions. *Journal of School Psychology*, 22, 353-360. doi: 10.1016/0022-4405(84)90022-0
- Epstein, L., Plog, A. E., & Porter, W. (2002). Bully-Proofing Your School: Results of a four-year intervention, *The Report on Emotional and Behavioral Disorders in Youth*, 2, 55-56, 73-77. Retrieved from [http://www.civicrosearchinstitute.com/online/article\\_abstract.php?pid=5&iid=215&aid=1525](http://www.civicrosearchinstitute.com/online/article_abstract.php?pid=5&iid=215&aid=1525)
- Eslea, M., & Rees, J. (2001). At what age are children most likely to be bullied at school? *Aggressive Behavior*, 27, 419-429. doi: 10.1002/ab.1027
- Espelage, D. L., Bosworth, K., & Simon, T. R. (2000). Examining the social context of bullying behaviors in early adolescence. *Journal of Counseling and Development*, 78, 326-333. doi: 10.1002/j.1556-6676.2000.tb01914.x
- Espelage, D. & Holt, M. (2001). Bullying and victimization during early adolescence: Peer influences and psychosocial correlates. *Journal of Emotional Abuse*, 2, 123-142. doi: 10.1300/J135v02n02\_08
- Espelage, D., & Holt, M. (2007). Dating violence & sexual harassment across the bully-victim continuum among middle and high school students. *Journal of Youth and Adolescence*, 36, 799-811. doi:10.1007/s10964-006-9109-7
- Espelage, D. L., Holt, M. K., & Henkel, R. R. (2003). Examination of peer-group contextual effects on aggression during early adolescence. *Child Development*, 74, 205-220. doi: 10.1111/1467-8624.00531

- Espelage, D. L., Low, S., Polanin, J. R., & Brown, E. C. (2013). The impact of a middle school program to reduce aggression, victimization, and sexual violence. *Journal of Adolescent Health, 53*, 180-186. doi: 10.1016/j.jadohealth.2013.02.021
- Espelage, D. L., & Swearer, S. M. (2003). Research on school bullying and victimization: What have we learned and where do we go from here? *School Psychology Review, 32*(3), 365-383. Retrieved from [http://espelageagainstbullying.com/images/pdf/Espelage,%20D.%20L.,%20&%20Swearer,%20S.%20M.%20\(2003\).pdf](http://espelageagainstbullying.com/images/pdf/Espelage,%20D.%20L.,%20&%20Swearer,%20S.%20M.%20(2003).pdf)
- Espelage, D. L., & Swearer, S. M. (2008). Current perspectives on linking school bullying research to effective prevention strategies. In T. W. Miller (Ed.), *School Violence and Primary Prevention* (pp. 335-353). New York: Springer.
- Espelage, D. L., & Swearer, S. M. (2009). Contributions of three social theories to understanding bullying perpetration and victimization among school-aged youth. In M. J. Harris (Ed.), *Bullying, rejection, and peer victimization: A social cognitive neuroscience perspective* (pp. 151-170). New York, NY: Springer Publishing Co.
- Espelage, D. L., & Swearer, S. M. (2010). A social-ecological model for bullying prevention and intervention: Understanding the impact of adults in the social ecology of youngsters. In S. R. Jimerson, S. M. Swearer, & D. L. Espelage (Eds.). *Handbook of bullying in schools: An international perspective*. (pp. 61-72). New York, NY: Routledge.
- Faull, C. (Producer). (2007). *Stories of us*. [DVD]. Available from <http://www.storiesofus.com>
- Fazio, R. H., & Olson, M. A. (2007). Attitudes: Foundations, functions, and

- consequences. In M. A. Hogg & J. Cooper (Eds.), *The sage handbook of social psychology* (pp. 123-145). London: Sage Publications.
- Farrington, D. P., & Ttofi, M. M. (2009). School-based programs to reduce bullying and victimization. *Campbell Systematic Reviews*, 6, 5-147. doi: 10.4073/csr.2009.6
- Felix, E. D., Sharkey, J. D., Green, J. G., Furlong, M. J., & Tanigawa, D. (2011). Getting precise and pragmatic about the assessment of bullying: The development of the *California Bullying Perpetration Scale*. *Aggressive Behavior*, 37, 234-247. doi: 10.1002/ab.20389
- Fenning, P. & Rose, J. (2007). Overrepresentation of African American students in exclusionary discipline: The role of school policy. *Urban Education*, 42, 536-559. doi: 10.1177/0042085907305039
- Ferguson, C. J., San Miguel, C., Kilburn, J., & Sanchez, P. (2007). The effectiveness of school-based anti-bullying programs: A meta-analytic review. *Criminal Justice Review*, 32, 401-414. doi: 10.1177/0734016807311712
- Ferguson, C. J., San Miguel, C., & Hartley, R. D. (2009). A multivariate analysis of youth violence and aggression: The influence of family, peers, depression, and media violence. *The Journal of Pediatrics*, 155, 904-908. doi: 10.1016/j.jpeds.2009.06.021
- Ferguson, C. J., & Heene, M. (2012). A vast graveyard of undead theories: Publication bias and psychological science's aversion to the null. *Perspectives on Psychological Science*, 7, 555-561. doi: 10.1177/1745691612459059
- Festinger, L. (1962). Cognitive dissonance. *Scientific American*, 207, 93-98. doi: 10.1038/scientificamerican1062-93



- Finn, S. E. (2003). Therapeutic Assessment of a man with "ADD." *Journal of Personality Assessment*, 80, 115-129. doi:10.1207/S15327752JPA8002\_01
- Finn, S. E., & Tonsager, S. E. (1992). The therapeutic effects of providing MMPI-2 test feedback to college students awaiting psychotherapy. *Psychological Assessment*, 4, 278-287. doi: 10.1037/1040-3590.4.3.278
- Finn, S. E., & Tonsager, M. E. (1997). Information-gathering and therapeutic models of assessment: Complementary paradigms. *Psychological Assessment*, 9, 374-385  
doi:10.1037/1040-3590.9.4.374
- Fonagy, P., Twemlow, S. W., Vernberg, E. M., Nelson, J. M., Dill, E. J., Little, T. D., & Sargent, J. A. (2009). A cluster randomized controlled trial of child-focused psychiatric consultation and a school systems- focused intervention to reduce aggression. *The Journal of Child Psychology and Psychiatry*, 50, 607-616.  
doi: 10.1111/j.1469-7610.2008.02025.x
- Forero, R., McLellan, L., Rissel, C., & Bauman, A. (1999). Bullying behaviour and psychosocial health among school students in New South Wales, Australia: Cross sectional survey. *British Medical Journal*, 319, 344-348. doi:  
10.1136/bmj.319.7206.344
- Frey, K. S., Hirschstein, M. K., Edstrom, L. V., & Snell, J. L. (2009). Observed reductions in school bullying, nonbullying aggression, and destructive bystander behavior: A longitudinal evaluation. *Journal of Educational Psychology*, 101, 466- 481. doi: 10.1037/a0013839
- Frey, K. S., Hirschstein, M. K., Snell, J. L., Edstrom, L.V.S., MacKenzie, E. P., & Broderick, C. J. (2005). Reducing playground bullying and supporting beliefs: An

- experimental trial of the Steps to Respect Program. *Developmental Psychology*, 41, 479-491. doi: 10.1037/0012-1649.41.3.479
- Frey, K. S., Nolen, S. B., Van Schoiack Edstrom, L., & Hirschstein, M. K. (2005). Effects of a school-based social-emotional competence program: Linking children's goals, attributions, and behaviors. *Applied Developmental Psychology*, 26, 171-200. doi: 10.1016/j.appdev.2004.12.002
- Garrity, C. B., Baris, M. A., & Porter, W. (2000). *Bullyproofing your child: A parent's guide*. Longmont, CO: Sopris West
- Garrity, C., Jens, K., Porter, W., Sager, N., & Short-Camilli, C. (1994). *Bullyproofing your school: A comprehensive approach for elementary schools*. Longmont: Sopris West.
- Gast, D. L., & Ledford, J. (2010a). Multiple baseline and multiple probe designs. In D. L. Gast (Ed.), *Single subject research methodology in behavioral sciences* (pp. 277-328). New York, NY: Routledge.
- Gast, D. L., & Ledford, J. (2010b). Variations of multiple baseline designs and combination designs. In D. L. Gast (Ed.), *Single subject research methodology in behavioral sciences* (pp. 383-416). New York, NY: Routledge.
- Gini, G., & Pozzoli, T. (2006). The role of masculinity in children's bullying. *Sex Roles*, 54, 585-588. doi: 10.1007/s11199-006-9015-1
- Genta, M. L., Menesini, E., Fonzi, A., Costabile, A., & Smith, P. K. (1996). Bullies and victims in schools in central and southern Italy. *European Journal of Psychology and Education*, 11, 97-110. doi: 10.1007/BF03172938

Gladden, R. M., Vivolo-Kantor, A. M., Hamburger, M. E., & Lumpkin, C. D. (2014).

Bullying surveillance among youths: Uniform definitions for public health and recommended data elements, Version 1.0. Atlanta, GA: National Center for Injury Prevention and Control, Centers for Disease Control and Prevention & US Department of Education.

Glover, D., Gough, G., Johnson, M., & Cartwright, N. (2000). Bullying in 25 secondary schools: Incidence, impact and intervention. *Educational Research*, 42, 141-156. doi: 10.1080/001318800363782

Grills, A. E., & Ollendick, T. H. (2002). Peer victimization, global self-worth, and anxiety in middle school children. *Journal of Clinical Child and Adolescent Psychology*, 31, 59-68. doi: 10.1207/153744202753441675

Gruber, J. E., & Fineran, S. (2008). Comparing the impact of bullying and sexual harassment victimization on the mental and physical health of adolescents. *Sex roles*, 59, 1-13. doi: 10.1007/s11199-008-9431-5

Guerra, N. G., Williams, K. R., & Sadek, S. (2011). Understanding bullying and victimization during childhood and adolescence: A mixed methods study. *Child Development*, 82, 295-310. doi: 10.1111/j.1467-8624.2010.01556.x

Hall, K. R. (2006). Using problem-based learning with victims of bullying behavior. *Professional School Counseling*, 9, 231-237. Retrieved from <http://schoolcounselor.metapress.com/content/x31q53p75855721p/>

Hallahan, D. P., Kauffman, & J. M., Pullen, P. C. (2009). *Exceptional learners: An introduction to special education*. Boston, MA: Allyn & Bacon.

- Hart, S. R., Dowdy, E., Eklund, K., Renshaw, T. L., Jimerson, S. R., Jones, C., & Earhart, J. Jr. (2009). A controlled study assessing the effects of the impulse control and problem solving unit of the *Second Step Curriculum*. *California School Psychologist*, 14, 105-110. Retrieved from <http://www.caspsurveys.org/NEW/pdfs/journal09.pdf>
- Hart, T. C., Rennison, C. M., & Gibson, C. (2005). Revisiting respondent "fatigue bias" in the National Crime Victimization Survey. *Journal of Quantitative Criminology*, 21, 345-363. doi: 10.1007/s10940-005-4275-4.
- Hawley, P. H. (1999). The ontogenesis of social dominance: A strategy-based evolutionary perspective. *Developmental Review*, 19, 97-132. doi: 10.1006/drev.1998.0470
- Hepburn, L., Azrael, D., Molnar, B.E., & Miller, M. (2012). Bullying and suicidal behaviors among urban high school youth. *Journal of Adolescent Health*, 51, 93-95. doi: 10.1016/j.jadohealth.2011.12.014
- Hilton, J. M., Anngela-Cole, L., & Wakita, J. (2010). A cross-cultural comparison of factors associated with school bullying. *Family Journal*, 18, 413-422. doi: 10.1177/1066480710372919
- Hinduja, S., & Patchin, J. W. (2008). Cyberbullying: An exploratory analysis of factors related to offending and victimization. *Deviant Behavior*, 29, 129-156. doi: 10.1080/01639620701457816
- Hinduja, S., & Patchin, J. W. (2010). Bullying, cyberbullying, and suicide. *Archives of Suicide Research*, 14, 206-221. doi: 10.1080/13811118.2010.494133

- Hirschstein, M., & Frey, K. S. (2006). Promoting behavior and beliefs that reduce bullying: The Steps to Respect Program. In S. R. Jimerson & M. J. Furlong (Eds.), *Handbook of school violence and school safety: From research to practice* (pp. 309-323). New York: Routledge.
- Holsen, I., Smith, B., & Frey, K. S. (2008). Outcomes of the social competence program Second Step in Norwegian elementary schools. *School Psychology International*, 29, 71–88. doi: 10.1177/0143034307088504
- Hong, J. S., & Garbarino, J. (2012). Risk and protective factors for homophobic bullying in schools: An application of the social-ecological framework. *Educational Psychology Review*, 24, 271-285. doi: 10.1007/s10648-012-9194-y
- Horne, A. M., Nitza, A., Dobias, B. F., Jolliff, D. L., Raczynski, K. A., & Voors, W. (2012). *Empowering teen peers to prevent bullying: The Bully Busters Program for high school*. Champaign, IL: Research Press.
- Howard, N., Horne, A., & Jolliff, D. (2001). Self-efficacy in a new training model for the prevention of bullying in schools. In R. Geffner, M. Loring, & C. Young (Eds.), *Bully behavior: Current issues, research, and interventions* (pp. 181-192). New York: Haworth Press.
- Hui, E. K. P., Tsang, S. K. M., & Law, B. C. M. (2011). Combating school bullying through developmental guidance for positive youth development and promoting harmonious school culture. *The Scientific World Journal*, 11, 2266-2277. doi: 10.1100/2011/705824
- Hutchinson, M. (2012). Exploring the impact of bullying on young bystanders. *Educational Psychology in Practice*, 28, 425-442. doi:

10.1080/02667363.2012.727785

- Hymel, S., Rocke-Henderson, N., & Bonanno, R. A. (2005). Moral disengagement: A framework for understanding bullying among adolescents. *Journal of Social Sciences*, 8, 1-11. Retrieved from <http://www.krepublishers.com/06-Special%20Volume-Journal/JSS-00-Special%20Volumes/JSS-SI-08-Peer-Vicit-Schools-Web/JSS-SI-08-01-001-011-Hymel-S/JSS-SI-08-01-001-011-Hymel-S-Text.pdf>
- Ivarsson, T., Broberg, A. G., Arvidsson, T., & Gillberg, C. (2005). Bullying in adolescence: Psychiatric problems in victims and bullies as measured by the Youth Self Report (YSR) and the Depression Self-Rating Scale (DSRS). *Nordic Journal of Psychiatry*, 59, 365-373. doi: 10.1080/08039-480500227816
- Jacobs, N., & Harper, B. (2013). The effects of rejection sensitivity on reactive and proactive aggression. *Aggressive Behavior*, 39, 3-12. doi: 10.1002/ab.21455
- Janson, G. R., Carney, J. V., Hazler, R. J., & Oh, I. (2009). Bystanders' reactions to witnessing repetitive abuse experiences. *Journal of Counseling and Development*, 87, 319-326. doi: 10.1002/j.1556-6678.2009.tb00113.x
- Janssen, I., Boyce, W. F., & Pickett, W. (2012). Screen time and physical violence in 10-16-year-old Canadian youth. *International Journal of Public Health*, 57, 325-331. doi: 10.1007/s00038-010-0221-9
- Jeong, S., & Lee, B. H. (2013). A multilevel examination of peer victimization and bullying preventions in school. *Journal of Criminology*, 2013, 1-10. doi: 10.1155/2013/735397

- Johnson, K. A., Wiersema, J. R., & Kuntsi, J. (2009). What would Karl Popper say? Are current psychological theories of ADHD falsifiable? *Behavioral and Brain Functions*, 5, 1-11, doi: 10.1186/1744-9081-5-15
- Juvonen, J., Graham, S., & Schuster, M. A. (2003). Bullying among young adolescents: The strong, the weak, and the troubled. *Pediatrics*, 112, 1231-1237. doi: 10.1542/peds.112.6.1231
- Juvonen, J., Wang, Y., & Espinoza, G. (2011). Bullying experiences and compromised academic performance across middle school. *The Journal of Early Adolescence*, 31, 152-173. doi: 10.1177/0272431610379415
- Kaltiala-Heino, R., Rimpela, M., Rantanen, P., & Rimpela, A. (2000). Bullying at school: An indicator of adolescents at risk for mental disorders. *Journal of Adolescence*, 23, 661-674. doi: 10.1006/jado.2000.0351
- Kandel, D. B. (1978). Homophily, selection, and socialization in adolescent friendships. *American Journal of Sociology*, 84, 427-436. doi: 10.1086/226792
- Kandel, D. B., Davies, M., & Baydar, N. (1990). The creation of interpersonal contexts: Homophily in dyadic relationships in adolescence and young adulthood. In L. N. Robins, & M. Rutter (Eds.), *Straight and devious pathways from childhood to adolescence* (pp. 221-241). New York: Cambridge University Press.
- Kasen, S., Berenson, K., Cohen, P., & Johnson, J. G. (2004). The effects of school climate on changes in aggressive and other behaviors related to bullying. In D. L. Espelage & S. M. Swearer (Eds.), *Bullying in American schools* (pp. 187-210). Mahwah, NJ: Lawrence Erlbaum.

- Kazdin, A. E. (1980). Acceptability of alternative treatments for deviant child behavior. *Journal of Applied Behavior Analysis, 13*, 259–273. doi: 10.1901/jaba.1980.13-259
- Kazdin, A. E. (2011). *Single-case research designs: Methods for clinical and applied settings*. New York: Oxford University Press.
- Kendall, P. C. (2012). Guiding theory for therapy with children and adolescents. In Kendall, P. C. (Ed). *Child and adolescent therapy: Cognitive-behavioral procedures* (4<sup>th</sup> ed, pp. 3-24). New York: Guilford Press.
- Kennedy, C. H. (2005). *Single-case designs for educational research*. Boston, MA: Pearson Education, Inc.
- Kessel Schneider, S., O'Donnell, L., Stueve, A., & Coulter, R. W. C. (2012). Cyberbullying, school bullying, and psychological distress: A regional census of high school students. *American Journal of Public Health, 102*, 171-177. doi: 10.2105/AJPH.2011.300308
- King, B., Radley, K. C., Jenson, W. R., Clark, E., & O'Neil, R. E. (2014). Utilization of video modeling combined with self-monitoring to increase rates of on-task behavior. *Behavioral Interventions, 29*, 125-144. doi: 10.1002/bin.1379
- Klomek, A. B., Marrocco, F., Kleinman, M., Schonfeld, I. S., & Gould, M. S. (2007). Bullying, depression, and suicidality in adolescents. *Journal of the American Academy of Child and Adolescent Psychiatry, 46*, 40-49. doi: 10.1097/01.chi. 0000242237.84925.18
- Kochenderfer, B., & Ladd, G. W. (1997). Peer victimization: Cause or consequence of school maladjustment? *Child Development, 67*, 1305-1317. doi:



10.2307/1131701

Konishi, C., Hymel, S., Zumbo, B., & Li, Z., (2010). Do school bullying and student-teacher relationships matter for academic achievement? A multi-level analysis.

*Canadian Journal of School Psychology*, 25, 19-39. doi:

10.1177/0829573509357550.

Kowalski, R. M., & Limber, S. P. (2007). Electronic bullying among middle school students. *Journal of Adolescent Health*, 41, S22-S30. doi:

10.1016/j.jadohealth.2007.08.017

Kraft, E. M., & Wang, J. (2009). Effectiveness of cyber bullying prevention strategies: A study on students' perspectives. *International Journal of Cyber Criminology*, 3,

513-535. Retrieved from [http://www.cybercrimejournal.com/](http://www.cybercrimejournal.com/kraftandwangdec2009.htm)

kraftandwangdec2009.htm

Kratochwill, T. R., & Shernoff, E. S. (2004). Evidence-based practice: Promoting evidence-based interventions in school psychology. *School Psychology Review*,

33, 34-48. Retrieved from [http://www.wce.wvu.edu/depts/sped/forms/](http://www.wce.wvu.edu/depts/sped/forms/kens%20readings/instruction/instruct%20promoting%20evidence-based%20interventions%20in%20school%20psych%20kratochwill%202004.pdf)

kens%20readings/instruction/instruct%20promoting%20evidence-

based%20interventions%20in%20school%20psych%20kratochwill%202004.pdf

Kratochwill, T. R., & Stoiber, K.C. (2002). Evidence-based interventions in school psychology: Conceptual foundations of the Procedural and Coding Manual of

Division 16 and the Society for the Study of School Psychology Task Force.

*School Psychology Quarterly*, 17, 341–389. doi: 10.1521/scpq.17.4.341.20872

- Kumpulainen, K., Räsänen, E., & Henttonen, L. (1999). Children involved in bullying: Psychological disturbance and the persistence of the involvement. *Child Abuse and Neglect*, 23, 1253-1262. doi: 10.1016/S0145-2134(99)00098-8
- Kumpulainen, K., Räsänen, E., & Puura, K. (2001). Psychiatric disorders and the use of mental health services among children involved in bullying. *Aggressive Behavior*, 27, 102-110. doi: 10.1002/ab.3.
- Laine, K., Neitola, M., Auremaa, J. & Laakkonen, E. (2010). Lognitudinal study on the co-occurrence of peer problems at daycare centre, in preschool and first grade of school. *Scandinavian Journal of Educational Research*, 54, 417-485. doi: 10.1080/00313831.2010.508917
- Leadbeater, B. J., Dhami, M. K., Hoglund, W. L., & Boone, E. M. (2004). Prediction and prevention of gender victimization in early elementary school: How does gender matter? In M. M. Moretti, M. Jackson, & C. Odgers (Eds.), *Girls and aggression: Contributing factors and intervention principles* (pp. 181-194). New York: Kluwer Academic Publishers.
- Lee, E. (2009). The relationship of aggression and bullying to social preference: Differences in gender and types of aggression. *International Journal of Behavioral Development*, 33, 323-330. doi: 10.1177/0165025408098028
- Lewin, K. (1936). *Problems of topological psychology*. New York: McGraw Hill.
- Li, Q. (2006). Cyberbullying in schools: A research of gender differences. *School Psychology International*, 27, 157-170. doi:10.1177/0143034306064547
- Limber, S. P. (2006). The Olweus Bullying Prevention Program: An overview of its implementation and research bias. In S. Jimerson & M. Furlong (Eds.), *Handbook*

*of school violence and school safety: From research to practice* (pp. 293-307).

Mahwah, NJ: Erlbaum.

Limber, S. P., Nation, M., Tracy, A. J., Melton, G. B., & Flerx, V. (2004).

Implementation of the Olweus Bullying Prevention Programme in the

Southeastern United States. In P. K. Smith, D. Pepler, & K. Rigby (Eds.).

*Bullying in schools: How successful can interventions be?* (pp. 55-79). Cambridge,

UK: Cambridge University Press.

Long, J. D., & Pellegrini, A. D. (2003). Studying change in dominance and bullying with

linear mixed models. *School Psychology Review*, 32, 401-417. Retrieved from

<http://www.cehd.umn.edu/edpsych/HDL/docs/Long-Pellegrini-2003.pdf>

Low, S., & Espelage, D. (2012). Differentiating cyber bullying perpetration from non-

physical bullying: Commonalities across race, individual, and family predictors.

*Psychology of Violence*, 3, 39-52. doi: 10.1037/a0030308

Low, S., Frey, K., & Brockman, C. (2010). Gossip on the playground: Changes

associated with universal intervention, retaliation beliefs, and supportive friends.

*School Psychology Review*, 39, 536-551. Retrieved from

<http://www.nasponline.org/publications/spr/spr394index.aspx>

Ma, L., Phelps, E., Lerner, J.V., & Lerner, R. M., (2009). Academic competence for

adolescents who bully and who are bullied: Findings from the 4-H study of

positive youth development. *The Journal of Early Adolescence*, 29, 862-897.

doi: 10.1177/0272431609332667

McCabe, R. E., Antony, M. M., Summerfeldt, L. J., Liss, A., & Swinson, R. P. (2003).

Preliminary examination of the relationship between anxiety disorders in adults

- and self-reported history of teasing or bullying experiences. *Cognitive Behaviour Therapy*, 32, 187-193. doi: 10.1080/16506070310005051
- McCarnes, K., K. Nelson, & N. Sager. 2005. *Bully-proofing in early childhood: Building a caring community*. Longmont, CO: Sopris West Educational Services.
- McDonald, J., & Stoker, S. (2008). *Bully-proofing for high schools: Program implementation guide*. Boston, MA: Sopris West.
- McMahon, S. D., & Washburn, J. J. (2003). Violence prevention: An evaluation of program effects with urban African American students. *The Journal of Primary Prevention*, 24, 43-62. doi: 10.1023/A:1025075617356
- Meland, E., Rydning, J. H., Lobben, S., Breidablik, H. J., & Ekeland, T. J. (2010). Emotional, self-conceptual, and relational characteristics of bullies and the bullied. *Scandinavian Journal of Public Health*, 38, 359-367. doi: 10.1177/1403494810364563
- Menard, S., Grotspeter, J., Gianola, D., & O'Neal, M. (2008). Evaluation of Bully-Proofing Your School: Final report. Retrieved from <http://www.ncjrs.gov/pdffiles1/nij/grants/221078.pdf>
- Menesini, E., Modena, M., & Tani, F. (2009). Bullying and victimization in adolescence: Concurrent and stable roles and psychological health symptoms. *The Journal of Genetic Psychology*, 170, 115-133. doi: 10.3200/GNTP.170.2.115-134
- Merrell, K. W., Ervin, R. A., & Gimpel, G. A. (2006). *School psychology for the 21<sup>st</sup> century: Foundations and practices*. New York: The Guilford Press.
- Merrell, K. W., Gueldner, B. A., & Ross, S. W., & Isava, D. M., (2008). How effective are school bullying intervention programs? A meta-analysis of intervention

- research. *School Psychology Quarterly*, 23, 26-42. doi: 10.1037/1045-3830.23.1.26
- Miller, N. E., & Dollard, J. (1941). *Social learning and imitation*. New Haven, CT: Yale University Press.
- Mills C, Guerin S, Lynch F, Daly I, & Fitzpatrick, C. (2004). The relationship between bullying, depression and suicidal thoughts/behaviour in Irish adolescents. *Irish Journal of Psychological Medicine*, 21, 112-116. Retrieved from <http://psycnet.apa.org/psycinfo/2004-22274-002>
- Monks, C. P., & Smith, P. K. (2006). Definitions of bullying: Age differences in understanding of the term, and the role of experience. *British Journal of Developmental Psychology*, 24, 801-821. doi: 10.1348/026151005X82352
- Moultapa, M., Valente, T., Gallaher, P., Rohrbach, L. A., & Unger, J. B. (2004). Social network predictors of bullying and victimization. *Adolescence*, 39, 315-335. Retrieved from <http://www.ncbi.nlm.nih.gov/pubmed/15563041>
- Muñoz, L. C., Qualter, P., & Padgett, G. (2011). Empathy and bullying: Exploring the influence of callous-unemotional traits. *Child Psychiatry Human Development*, 42, 183-196. doi: 10.1007/s10578-010-0206-1
- Nabuzoka, D. (2003). Teacher ratings and peer nominations of bullying and other behaviour of children with and without learning difficulties. *Educational Psychology: An International Journal of Experimental Educational Psychology*, 23, 307-321. doi: 10.1080/0144341032000060147
- Nansel, T., Overpeck, M., Pilla, R., Ruan, W., Simons-Morton, B., & Scheidt, P. (2001).

- Bullying behaviors among US youth: Prevalence and association with psychosocial adjustment. *Journal of the American Medical Association*, 285, 2094-2100. doi: 10.1001/jama.285.16.2094
- Navarro, R., Larrañaga, E., & Yubero, S. (2011). Bullying-victimization problems and aggressive tendencies in Spanish secondary school students: The role of gender stereotypical traits. *Social Psychology of Education*, 14, 457-473. doi: 10.1007/s11218-011-9163-1
- Nesdale, A., & Duffy, A. (2011). Social identity, peer group rejection, and young children's reactive, displaced, and proactive rejection. *British Journal of Developmental Psychology*, 29, 823-841. doi: 10.1111/j.2044-835X.2010.02012.x
- Newman, D. A., Horne, A. M., & Bartolomucci, C. L. (2000). *Bully busters: A teacher's manual for helping bullies, victims, and bystanders*. Champaign, IL: Research Press.
- Newman, M. L., & Greenway, P. (1997). Therapeutic effects of providing MMPI-2 test feedback to clients at a university counseling service: A collaborative approach. *Psychological Assessment*, 9, 122-131. doi: 10.1037/1040-3590.9.2.122
- Newman-Carlson, D. A., & Horne, A. M. (2004). Bully Busters: A psychoeducational intervention for reducing bullying behavior in middle school students. *Journal of Counseling & Development*, 82, 259-267. doi:10.1002/j.1556-6678.2004.tb00309.x
- Newton, J. T., Nabeyama, R., & Sturmey, P. (2007). Internal consistency, factor structure, and concurrent validity of the treatment evaluation inventory. *Psychological Reports*, 101, 731-738. doi: 10.2466/pr0.101.3.731-738
- O'Brennan, L. M., Bradshaw, C. P., & Sawyer, A. L. (2009). Examining developmental

- differences in the social-emotional problems among frequent bullies, victims, and bully/victims. *Psychology in the Schools*, 46, 100-115. doi: 10.1002/pits.20357
- O'Connell, P., Pepler, D., & Craig, W. (1999). Peer involvement in bullying: Insights and challenges for intervention. *Adolescence*, 22, 437-452. doi: 10.1006/jado/1999.0238
- O'Donnell, J., Hawkins, J. D., & Abbott, R. D. (1995). Predicting serious delinquency and substance use among aggressive boys. *Educational Psychology*, 63, 529-537. Retrieved from <http://psycnet.apa.org/journals/ccp/63/4/529/>
- Olson, C. K., Kutner, L. A., Baer, L., Beresin, E. V., Warner, D. E., & Nicholi, A. M. Jr. (2009). M-rated video games and aggressive or problem behavior among young adolescents. *Applied Developmental Science*, 13, 188-198. doi: 10.1080/10888690903288748
- O'Moore, M., & Kirkham, C. (2001). Self-esteem and its relationship to bullying behaviour. *Aggressive Behavior*, 27, 269-283. doi: 10.1002/ab.1010
- O'Moore, A. M., & Minton, S. J. (2005). Evaluation of the effectiveness of an anti-bullying programme in primary schools. *Aggressive Behavior*, 31, 609-622. doi: 10.1002/ab.20098
- Olweus, D. (1978). *Aggression in schools: Bullies and whipping boys*. Washington, DC: Hemisphere.
- Olweus, D. (1991). Victimization among school children. In R. Baenninger (Ed.), *Targets of violence and aggression* (pp. 45-102). Oxford, England: North-Holland.
- Olweus, D. (1993a). Bully/victim problems among schoolchildren: Long-term consequences and an effective intervention program. In S. Hodgins (Ed.), *Mental*

- disorder and crime* (pp. 317-349). Thousand Oaks, CA: Sage.
- Olweus, D. (1993b). *Bullies at school: What we know and what we can do*. Malden, MA: Blackwell Publishing.
- Olweus, D. (1999). Norway. In P. K. Smith, Y. Morita, J. Junger-Tas, D. Olweus, R. Catalano, & P. Slee (Eds.), *The nature of school bullying: A cross-national perspective* (pp. 7-27). London: Routledge.
- Orpinas, P., & Horne, A. M. (2006). *Bullying prevention: Creating a positive school climate and developing social competence*. Washington, DC: American Psychological Association.
- Orpinas, P., Horne, A. M., & Staniszewski, D. (2003). School bullying: Changing the problem by changing the school. *School Psychology Review*, 32, 431-444.
- Retrieved from <https://www.publichealth.uga.edu/hpb/sites/default/files/2003-Orpinas-SchoolBullying.pdf>
- Page, M. (Producer), & Perlman, J. (Director). (2000). *Bully dance* [DVD].
- Available from [http://www.nfb.ca/film/bully\\_dance](http://www.nfb.ca/film/bully_dance).
- Pateraki, L., & Houndoumadi, A. (2001). Bullying among primary school children in Athens, Greece. *Educational Psychology: An International Journal of Experimental Educational Psychology*, 21, 167-175. doi: 10.1080/01443410020043869
- Pellegrini, A. D. (2002). Bullying, victimization, and sexual harassment during transition to middle school. *Educational Psychologist*, 37, 151-163. doi: 10.1207/S15326985EP3703\_2
- Pellegrini, A. D., & Bartini, M. (2000). An empirical comparison of methods of sampling



- aggression and victimization in school settings. *Journal of Educational Psychology*, 92, 360-366. doi: 10.1037//0022-0663.92.2.360
- Pellegrini, A. D., & Bartini, M. (2001). Dominance in early adolescent boys: Affiliative and aggressive dimensions and possible functions. *Merrill-Palmer Quarterly*, 47, 142-163. doi: 10.1353/mpq.2001.0004
- Pellegrini, A. D., Bartini, M., & Brooks, F. (1999). School bullies, victims, and aggressive victims: Factors relating to group affiliation and victimization in early adolescence. *Journal of Educational Psychology*, 91, 216-224. doi: 10.1037/0022-0663.91.2.216
- Pellegrini, A. D., & Long, J. (2002). A longitudinal study of bullying, dominance, and victimization during the transition from primary to secondary school. *British Journal of Developmental Psychology*, 20, 259-280. doi: 10.1348/026151002166442
- Pepler, D. J., Craig, W. M., Connolly, J. A., Yuile, A., McMaster, L., & Jiang, D. (2006). A developmental perspective on bullying. *Aggressive Behavior*, 32, 376-384. doi: 10.1002/ab.20136
- Pepler, D., Jiang, D., Craig, W., & Connolly, J. (2008). Developmental trajectories of bullying and associated factors. *Child Development*, 79, 325-338. doi: 10.1111/j.1467-8624.2007.01128.x
- Perkins, H. W., Craig, D. W., & Perkins, J. M. (2011). Using social norms to reduce bullying: A research intervention in five middle schools. *Group Processes & Intergroup Relations*, 14, 703-722. doi: 10.1177/1368430210398004
- Perren, S., & Alsaker, F. D. (2006). Social behavior and peer relationships of victims,

- bully-victims, and bullies in kindergarten. *Journal of Child Psychology and Psychiatry*, 47, 45-57. doi: 10.1111/j.1469-7610.2005.01445.x
- Peskin, M., F. Tortolero, S. R., Markham, C. M. (2006). Bullying and victimization among Black and Hispanic adolescents. *Adolescence*, 41, 467-482.
- Retrieved from <https://beaconinitiative.com/articles.htm>
- Pirrie, A. (2007). Evidence-based practice in education: The best medicine? *British Journal of Educational Studies*, 49, 124-136. doi: 10.1111/1467-8527.t01-1-00167
- Polanin, J., Espelage, D. L., & Pigott, T. D. (2012). A meta-analysis of school-based bullying prevention programs' effects on bystander intervention behavior and empathy attitude. *School Psychology Review*, 41, 47-65. Retrieved from <http://www.nasponline.org/publications/spr/abstract.aspx?ID=3355>
- Popper, K. R. (1959). *The logic of scientific discovery*. London: Hutchinson & Co.
- Porter, W., Plog, A., Jens, K., Garrity, C., & Sager, N. (2010). Bully-proofing your elementary school: Creating a caring community. In S. R. Jimerson, S. M. Swearer, & D. L. Espelage (Eds.), *Handbook of bullying in schools: An international perspective* (pp. 431-440). New York: Routledge.
- Poston, J. M., & Hanson, W. E. (2010). Meta-analysis of psychological assessment as a therapeutic intervention. *Psychological Assessment*, 22, 203-212. doi:10.1037/a0018679
- Poteat, V. P., Kimmel, M. S., & Wilchins, R. (2010). The moderating effects of support for violence beliefs on masculine norms, aggression, and homophobic behavior

- during adolescence. *Journal of Research on Adolescence*, 21, 434-447. doi: 10.1111/j.1532-7795.2010.00682.x
- Raine, A., Dodge, K., Loeber, R., Gatzke-Kopp, L., Lynam, D., Reynolds, C., ...Liu, Jianghong. (2006). The Reactive-Proactive Aggression Questionnaire: Differential correlates of reactive and proactive aggression in adolescent boys. *Aggressive Behavior*, 32, 159-171. doi: 10.1002/ab.20115
- Rigby, K. (2003). Consequences of bullying in schools. *Canadian Journal of Psychiatry*, 48, 583-590. Retrieved from <http://ww1.cpa-apc.org:8080/publications/archives/cjp/2003/october/rigby.pdf>
- Rivers, I., Poteat, V. P, Noret, N., & Ashurst, N. (2009). Observing bullying at school: The mental health implications of witness status. *School Psychology Quarterly*, 24, 211-223. doi: 10.1037/a0018164
- Rivers, I., & Smith, P. K. (1994). Types of bullying behaviour and their correlates. *Aggressive Behavior*, 20, 359-368. doi: 10.1002/1098-2337(1994)20:5<359::AID-AB2480200503>3.0.CO;2-J
- Rodkin, P. C. (2004). Peer ecologies of aggression and bullying. In D. L. Espelage & S. M. Swearer (Eds.), *Bullying in American schools: A social-ecological perspective on prevention and intervention* (pp. 87-106). Mahwah, NJ: Lawrence Erlbaum Associates, Inc.
- Rodkin, P. C., Farmer, T. W., Pearl, R., & Van Acker, R. (2000). Heterogeneity of popular boys: Antisocial and prosocial configurations. *Developmental Psychology*, 36, 14-24. doi: 10.1037/0012-1649.36.1.14
- Roland, E. (2002). Aggression, depression, and bullying others. *Aggressive Behavior*, 28,

198-206. doi: 10.1002/ab.90022

Rose, C. A., Espelage, D. L., & Monda-Amaya, L. E. (2009). Bullying and victimization rates among students in general and special education: A comparative analysis.

*Educational Psychology, 29*, 761-776. doi: 10.1080/01443410903254864

Rosen, L. H., Beron, K. J., & Underwood, M. K. (2013). Assessing peer victimization across adolescence: Measurement invariance and developmental change.

*Psychological Assessment, 25*, 1-11. doi: 10.1037/a0028985

Ross, S. W., & Horner, R. H. (2009). Bully prevention in positive behavior support.

*Journal of Applied Behavior Analysis, 42*, 747-759.

doi: 10.1901/jaba.2009.42-747

Rossi, P. H., Lipsey, M. W., & Freeman, H. E. (2004). *Evaluation: A systematic*

*approach* (7<sup>th</sup> ed.). Thousand Oaks, CA: Sage Publications.

Ryoo, J. H., Wang, C., & Swearer, S. M. (2015). Examination of the change in

latent statuses in bullying behaviors across time. *School Psychology Quarterly, 30*,

105-122. doi: 10.1037/spq0000082.

Rys, G. S. & Bear, G. C. (1997). Relational aggression and peer relations: Gender and developmental issues. *Merrill-Palmer Quarterly, 43*, 87-106. Retrieved from

<http://www.jstor.org/discover/10.2307/23093729?uid=3739792&uid=2&uid=4&uid=3739256&sid=21102639647717>

Salmivalli, C. (2002). Is there an age decline in victimization by peers at school?

*Educational Research, 44*, 269-277. doi: 10.1080/00131880210135331

Salmivalli, C., Huttunen, A., & Lagerspetz, K. M. J. (1997). Peer networks and bullying

in schools. *Scandinavian Journal of Psychology, 38*, 305-312. doi:

10.1111/1467-9450.00040

Salmivalli, C., Lagerspetz, K., Björkqvist, K., & Österman, K. (1996). Bullying as a group process: Participant roles and their relations to social status within the group. *Aggressive Behavior*, 22, 1-15. doi:

10.1002/(SICI)1098-2337(1996)22:1<1::AID-AB1>3.0.CO;2-T

Salmivalli, C., Lappalainen, M., & Lagerspetz, K. M. J. (1998). Stability and change in behavior in connection with bullying in schools: A two-year follow-up. *Aggressive Behavior*, 24, 205-218.

doi: 10.1002/(SICI)1098-2337(1998)24:3<205::AID-AB5>3.0.CO;2-J

Salmivalli, C., & Voeten, M. (2004). Connections between attitudes, group norms, and behaviour in bullying situations. *International Journal of Behavioral Development*, 28, 246-258. doi: 10.1080/01650250344000488

Sandstrom, M. J., & Coie, J. D. (1999). A developmental perspective on peer rejection: Mechanisms of stability and change. *Child Development*, 70, 955-966.

doi: 10.1111/1467-8624.00069

Sapouna, M. (2008). Bullying in Greek primary and secondary schools. *School Psychology International*, 29, 199-213. doi: 10.1177/0143034308090060

Sawyer, A., Bradshaw, C., & O'Brennan, L. (2008). Examining ethnic, gender, and developmental differences in the way children report being a victim of 'bullying' on self-report measures. *Journal of Adolescent Health*, 42, 106-114.

doi: 10.1016/j.jadohealt.2007.12.011

Scheithauer, H., Hayer, T., Petermann, F., & Jugert, G. (2006). Physical, verbal, and relational forms of bullying among German students: Age trends, gender

differences, and correlates. *Aggressive Behavior*, 32, 261-275.

doi:10.1002/ab.20128

Scholte, R. H. J., Engels, R. C. M. E., Overbeek, G., de Kemp, R. A. T., & Haselager, G. J. T. (2007). Stability in bullying and victimization and its association with social adjustment in childhood and adolescence. *Journal of Abnormal Child Psychology*, 35, 217–228. doi: 10.1007/s10802-006-9074-3

Schroeder, B. A., Messina, A., & Schroeder, D. (2012). The implementation of a statewide bullying prevention program: Preliminary findings from the field and the importance of coalitions. *Health Promotion Practices*, 13, 489-495. doi: 10.1177/1524839910386887

Scott, T. M., Alter, P. J., Rosenberg, M., & Borgmeier, C. (2010). Decision-making in secondary and tertiary interventions of school-wide systems of Positive Behavior Support. *Education and Treatment of Children*, 33, 513-535. doi: 10.1353/etc.2010.0003

Seals, D., & Young, J. (2003). Bullying and victimization: Prevalence and relationship to gender, grade level, ethnicity, self-esteem, and depression. *Adolescence*, 38, 735-747. Retrieved from [http://www.safetylit.org/citations/index.php?fuseaction=citations.viewdetails&citationIds%5B%5D=citjournalarticle\\_50429\\_24](http://www.safetylit.org/citations/index.php?fuseaction=citations.viewdetails&citationIds%5B%5D=citjournalarticle_50429_24)

Shapiro, E.S. (2004). *Academic skills problems* (3<sup>rd</sup> Ed.). New York: Guilford Press.

Skiba, R. J., & Rausch, M. K. (2006). Zero tolerance, suspension, and expulsion: Questions of equity and effectiveness. In C. M. Evertson & C. S. Weinstein (Eds.), *Handbook of classroom management: Research, practice, and contemporary issues*. (pp. 1063-1089). Mahwah, NJ: Lawrence Erlbaum.

- Smith, P. K. (1997). Bullying in life-span perspective: What can studies of school bullying and workplace bullying learn from each other. *Journal of Community & Applied Social Psychology*, 7, 249-255. doi: 10.1002/(SICI)1099-1298(199706)7:3<249::AID-CASP425>3.3.CO;2-U
- Smith, P. K., & Ananiadou, K. (2003). The nature of school bullying and the effectiveness of school-based interventions. *Journal of Applied Psychoanalytic Studies*, 5, 189-209. doi: 10.1023/A:1022991804210
- Smith, P. K., Cowie, H., Olafsson, R. F., & Liefhoghe, A. P. D. (2002). Definitions of bullying: A comparison of terms used, and age and gender differences, in a fourteen-country international comparison. *Child Development*, 73, 1119-1133. doi: 10.1111/1467-8624.00461
- Smith, P. K., Madsen, K. C., & Moody, J. C. (1999). What causes the age decline in reports of being bullied at school? Toward a developmental analysis of risks of being bullied. *Educational Research*, 41, 267-285. doi:10.1080/0013188990410303
- Smith, P. K., Mahdavi, J., Carvalho, M., Fisher, S., Russell, S., & Tippett, N. (2008). Cyberbullying: Its nature and impact in secondary school pupils. *Journal of Child Psychology and Psychiatry*, 49, 376-385. doi: 10.1111/j.1469-7610.2007.01846.x
- Smith, J. D., Schneider, B. H., Smith, P. K., & Ananiadou (2004). The effectiveness of whole-school antibullying programs: A synthesis of evaluation research. *School Psychology Review*, 33, 547-560. Retrieved from <http://www.wce.wvu.edu/Depts/SPED/Forms/Kens%20Readings/Violence/Bullying/Bul%20Effectiveness20of%20whole%20school%20antibullying%20programs%20Smith%202004.pdf>

Smith, P. K., & Thompson, D. (1991). *Practical approaches to bullying*. London: David Fulton.

Solberg, M., & Olweus, D. (2003). Prevalence estimation of school bullying with the Olweus Bully/Victim Questionnaire. *Aggressive Behavior*, 29, 239-268.  
doi:10.1002/ab.10047

Sourander, A., Jensen, P., Ronning, J. A., Niemela, S., Helenius, H., Sillanmaki, L., ...Almqvist, F. (2007). What is the early adulthood outcome of boys who bully or are bullied in childhood? The Finnish “from a boy to a man” study. *Pediatrics*, 120, 397-404. doi:10.1542/peds.2004-2704.

Sprague, J., Walker, H., Golly, A., White, K., Myers, D. R., & Shannon, T. (2001). Translating research into effective practice: The effects of a universal staff and student intervention on indicators of discipline and school safety. *Education & Treatment of Children*, 24, 495-511. Retrieved from <https://www.ncjrs.gov/pdffiles1/Digitization/183123NCJRS.pdf>

Spriggs, A. L., Iannotti, R. J., Nansel, T. R., & Haynie, D. L. (2007). Adolescent bullying involvement and perceived family, peer and school relations: Commonalities and differences across race/ethnicity. *Journal of Adolescent Health*, 43, 106-114.  
doi: 10.1016/j.jadohealth.2007.12.011

Srabstein, J., & Piazza, T. (2008). Public health, safety, and educational risks associated with bullying behaviors in American adolescents. *International Journal of Adolescent Medicine & Health*, 20, 223-233. doi:  
10.1515/IJAMH.2008.20.2.223

Stanley, R. M., Boshoff, K., & Dollman, J. (2012). Voices in the playground: A



- qualitative exploration of the barriers and facilitators of lunchtime play. *Journal of Science and Medicine in Sport*, 15, 44-51. doi: 10.1016/j.jsams.2011.08.002
- Stockdale, M. S., Hangaduambo, S., Duys, D., Larson, K., & Sarvela, P. D. (2002). Rural elementary students', parents', and teachers' perceptions of bullying. *American Journal of Health and Behavior*, 26, 266-277. doi: 10.5993/AJHB.26.4.3
- Storch, E. A., Brassard, M. R., & Masia-Warner, C. L. (2003). The relationship of peer victimization to social anxiety and loneliness in adolescence. *Child Study Journal*, 33, 1-18. Retrieved from <http://psycnet.apa.org/psycinfo/2003-08913-001>
- Strassberg, Z., Dodge, K. A., Pettit, G. S., & Bates, J. E. (1994). Spanking in the home and children's subsequent aggression toward kindergarten peers. *Development and Psychopathology*, 6, 445-461. doi: 10.1017/S0954579400006040
- Stuart-Cassel, V., Bell, A., & Springer, J. F. (2011). *Analysis of State Bullying Laws and Policies*. Washington, DC: Office of Planning, Evaluation and Policy Development, U.S. Retrieved from <http://www2.ed.gov/rschstat/eval/bullying/state-bullying-laws/state-bullying-laws.pdf>.
- Sugai, G., & Horner, R. H. (2002). Introduction to the special series on positive behavior support in schools. *Journal of Emotional and Behavioral Disorders*, 10, 130-135. doi: 10.1177/10634266020100030101
- Sugai, G., Sprague, J. R., Horner, R. H., & Walker, H. M. (2000). Preventing school violence: The use of office discipline referrals to assess and monitor school-wide discipline interventions. *Journal of Emotional and Behavioral Disorders*, 8, 94-101. doi: 10.1177/106342660000800205

- Sugimura, N., & Rudolph, K. D. (2012). Temperamental differences in children's reactions to peer victimization. *Journal of Clinical Child & Adolescent Psychology, 41*, 314-328. doi: 10.1080/15374416.2012.656555
- Swearer, S. M., (2001). *The Bully Survey System*. Unpublished manuscript, University of Nebraska-Lincoln.
- Swearer, S. M. (2015). Target Bullying Intervention Program. Unpublished raw data.
- Swearer, S. M., & Cary, P. T. (2003). Perceptions and attitudes toward bullying in middle school youth: A developmental examination across the bully/victim continuum. *Journal of Applied School Psychology, 19*, 63-79. doi:10.1300/J008v19n02\_05
- Swearer, S. M., & Doll, B. (2001). Bullying in schools: An ecological framework. *Journal of Emotional Abuse, 2*, 7-23. doi: 10.1300.J135v02n02\_02
- Swearer, S. M., & Espelage, D. L. (2004). A social-ecological framework of bullying among youth. In D. L. Espelage & S. M. Swearer (Eds.), *Bullying in American schools: A social-ecological perspective on prevention and intervention* (pp. 1-12), Mahwah, NJ: Lawrence Erlbaum Associates.
- Swearer, S. M., Espelage, D. L., & Napolitano, S. A. (2009). *Bullying prevention and intervention: Realistic strategies for schools*. New York: Guilford Press.
- Swearer, S. M., Espelage, D. L., Vaillancourt, T., & Hymel, S. (2010). What can be done about school bullying? Linking research to educational practice. *Educational Researcher, 1*, 38-47. doi: 10.3102/0013189X09357622
- Swearer, S. M., & Givens, J. E. (2006). Designing an alternative to suspension for middle school bullies. Paper presented at the annual convention of the National Association of School Psychologists, Anaheim, CA.

- Swearer, S. M., & Lembeck, P. T. (n.d.). Cognitive-behavioral treatment for bullying behaviors: Therapist manual. *Unpublished manual*. University of Nebraska-Lincoln.
- Swearer, S. M., Siebecker, A. B., Johnson-Frerichs, L. A., & Wang C. (2010). Assessment of bullying/victimization: The problem of comparability across studies and across methodologies. In S. R. Jimerson, S. M. Swearer, & D. L. Espelage (Eds.), *The international handbook of school bullying*, (pp. 305-327). New York: Routledge.
- Swearer, S. M., Song, S. Y., Cary, P. T., Eagle, J. W., & Mickelson, W. T. (2001). Psychosocial correlates in bullying and victimization: The relationship between depression, anxiety, and bully/victim status. In R. Geffner, M. T. Loring, & C. Young (Eds.), *Bullying behavior: Current issues, research, and interventions* (pp. 95-121). Binghamton, NY: Haworth Maltreatment and Trauma Press/The Haworth Press.
- Swearer, S. M., Turner, R. K., Givens, J. E. & Pollack, W. S. (2008). "You're so gay!": Do different forms of bullying matter for adolescent males? *School Psychology Review*, 37, 160-173. Retrieved from <http://digitalcommons.unl.edu/cgi/viewcontent.cgi?article=1152&context=edpsychpapers>
- Swearer, S. M., Wang, C., Collins, A., Strawhun, J., & Fluke, S. (2014). Bullying: A school mental health perspective. In M. Weist, N. A. Lever, C. P. Bradshaw, and J. S. Owens (Eds.), *Handbook of School Mental Health, Second Edition*. (pp. 341-354). New York: Springer.
- Sweeting, H., & West, P. (2001) Being different: Correlates of the experience of teasing and bullying at age 11. *Research Papers in Education*, 16, 225-246.

doi: 10.1080/02671520110058679

Syvertsen, A. K., Flanagan, C. A., & Stout, M. D. (2009). Code of silence: Students' perceptions of school climate and willingness to intervene in a peer's dangerous plan. *Journal of Educational Psychology, 101*, 219-232.

doi: 10.1037/a0013246

Taub, J. (2001). Evaluation of the Second Step Violence Prevention Program at a rural elementary school. *School Psychology Review, 31*, 186-200. Retrieved from [http://www.pvc.lt/uploads/old/\\_Evaluation%20of%20the%20second%20Step%20Violence%20Prevention%20Program%20at%20a%20Rural%20Elementary%20School.pdf](http://www.pvc.lt/uploads/old/_Evaluation%20of%20the%20second%20Step%20Violence%20Prevention%20Program%20at%20a%20Rural%20Elementary%20School.pdf)

Tharinger, D.J., Finn, S.E., Gentry, L., Hamilton, A., Fowler, J., Matson, M.,...

Walkowiak, J. (2009). Therapeutic Assessment with children: A pilot study of treatment acceptability and outcome. *Journal of Personality Assessment, 91*, 238-244. doi:10.1080/00223890902794275

Thornberry, T. P., & Krohn, M. D. (2003). Comparison of self-report and official data for measuring crime. In J. V. Pepper & C. V. Petrie (Eds.), *Measurement Problems in Criminal Justice Research* (pp. 43-94). Washington, DC: National Academies Press.

Tomada, G., & Schneider, B. H. (1997). Relational aggression, gender, and peer acceptance: Invariance across culture, stability over time, and concordance among informants. *Developmental Psychology, 33*, 601-609. doi: 10.1037/0012-1649.33.4.601

Ttofi, M. M., & Farrington, D. P. (2008a). Bullying: Short-term and long-term effects, and the importance of defiance theory in explanation and prevention. *Victims*

- and Offenders*, 3, 289-312. doi: 10.1080/15564880802143397
- Ttofi, M. M., & Farrington, D. P. (2008b). Reintegrative Shaming Theory, moral emotions and bullying. *Aggressive Behavior*, 34, 352-368. doi: 10.1002/ab.20257
- Ttofi, M. M., & Farrington, D. P. (2011). Effectiveness of school-based programs to reduce bullying: A systematic and meta-analytic review. *Journal of Experimental Criminology*, 7, 27-56. doi: 10.1007/s11292-010-9109-1
- Turco, T. L., & Elliott, S. N. (1986). Students' acceptability ratings of interventions for classroom misbehaviors: A study of well-behaving and misbehaving youth. *Journal of Psychoeducational Assessment*, 4, 2481-289. doi: 10.1177/073428298600400404
- Twemlow, S. W., Biggs, B. K., Nelson, T. D., Vernberg, E. M., Fonagy, P., & Twemlow, T. W. (2008). Effects of participation in a martial arts-based antibullying program in elementary schools. *Psychology in the Schools*, 45, 947-959. doi: 10.1002/pits.20344
- Twemlow, S. W., Fonagy, P., & Sacco, F. C. (2001). An innovative psychodynamically influenced intervention to reduce school violence. *Journal of the American Academy of Child and Adolescent Psychiatry*, 40, 377-379. doi: 10.1097/00004583-200103000-00019
- Twemlow, S. W., Sacco, F. C., & Williams, P. (1996). A clinical and interactionist perspective on the bully-victim-bystander relationship. *Bulletin of the Menninger Clinic*, 60, 296-313. Retrieved from <http://www.ncbi.nlm.nih.gov/pubmed/8885471>.
- Underwood, M. K. (2003). *Social aggression among girls*. New York: Guilford Press.

- Unnever, J., & Cornell, D. G. (2004). Middle school victims of bullying: Who reports being bullied? *Aggressive Behavior*, 30, 373–388. doi: 10.1002/ab.20030
- U.S. Department of Health & Human Services (2012). Bullying definition. Retrieved from <http://www.stopbullying.gov>
- Vaillancourt, T., & Hymel, S. (2006). Aggression and social status: The moderating roles of sex and peer-valued characteristics. *Aggressive Behavior*, 32, 396-408. doi: 10.1002/ab.20138
- Vaillancourt, T., McDougall, P., Hymel, S., & Sunderani, S. (2010). Respect or fear? The relationship between power and bullying behavior. In S. R. Jimerson, S. M. Swearer, & D. L. Espelage (Eds.), *Handbook of bullying in schools: An international perspective* (pp. 211-222). New York: Routledge.
- van Goethem, A. A. J., Scholte, R. H. J., & Wiers, R. W. (2010). Explicit- and implicit bullying attitudes in relation to bullying behavior. *Journal of Abnormal Child Psychology*, 38, 829-842. doi: 10.1007/s10802-010-9405-2
- Varjas, K., Henrich, C. C., & Meyers, J. (2009). Urban middle school students' perceptions of bullying, cyberbullying, and school safety. *Journal of School Violence*, 8, 159-176. doi: 10.1080/15388220802074165
- Vaughn, M. G., Fu, Q., Bender, K., DeLisi, M., Beaver, K. M., Perron, B. E., & Howard, M. O. (2010). Psychiatric correlates of bullying in the United States: Findings from a national sample. *Psychiatric Quarterly*, 81, 183-195. doi: 10.1007/s11126-010-9128-0
- Viding, E., Simmonds, E., Petrides, K. V., & Frederickson, N. (2009). The contribution

- of callous-unemotional traits and conduct problems to bullying in early adolescence. *Journal of Child Psychology and Psychiatry*, 50, 471-481. doi: 10.1111/j.1469-7610.2008.02012.x
- Viljoen, J. L., O'Neill, M. L., & Sidhu, A (2005). Bullying behaviors in female and male adolescent offenders: Prevalence, types, and association with psychosocial adjustment. *Aggressive Behavior*, 31, 521-536. doi: 10.1002/ab.20036
- von Bertalanffy, L. (1951). Theoretical models in biology and psychology. *Journal of Personality*, 20, 24-38. doi: 10.1111/j.1467-6494.1951.tb01511.x
- Von Marées, N., & Petermann, F. (2010). Bullying in German primary schools: Gender differences, age trends, and influence of parents' migration and educational backgrounds. *School Psychology International*, 32, 178-198. doi: 10.1177/014034309352416
- Walker, H. M., Horner, R. H., Sugai, G., Bullis, M., Sprague, J. R., Bricker, D., & Kaufman, M. J. (1996). Integrated approaches to preventing antisocial behavior patterns among school-age children and youth. *Journal of Emotional and Behavioral Disorders*, 4, 194-209. doi: 10.1177/106342669600400401
- Wallach, L., & Wallach, M. A. (2010). Some theories are unfalsifiable: A comment on Trafimow. *Theory & Psychology*, 20, 703-706. doi: 10.1177/0959354310373676
- Wang, J., Iannotti, R. J., & Nansel, T. R. (2010). School bullying among adolescents in The United States: Physical, verbal, relational, and cyber. *Journal of Adolescent Health*, 45, 368-375. doi: 10.1016/j.jadohealth.2009.03.021
- White, R., & Mason, R. (2012). Bullying and gangs. *Journal of Adolescent Medical*

*Health*, 24, 57-62. doi: 10.1515/jamh.2012.008

Williams, K., & Guerra, N. (2007). Prevalence and predictors of Internet bullying.

*Journal of Adolescent Health*, 41, S14-S21. doi:10.1016/j.jadohealth.2007.08.018

Williford, A., Boulton, A. J., & Jenson, J. M. (2014). Transitions between subclasses of bullying and victimization when entering middle school. *Aggressive Behavior*, 40, 24-41. doi: 10.1002/ab.21503

Witt, J. C., & Elliott, S. N. (1985). Acceptability of classroom management strategies. In T. R. Kratochwill (Ed.), *Advances in school psychology* (pp. 251-288), Hillsdale, NJ: Erlbaum.

Witt, J. C., & Martens, B. K. (1983). Assessing the acceptability of behavioral interventions used in classrooms. *Psychology in the Schools*, 20, 510-517. doi: 10.1002/1520-6807(198310)20:4<510::AID-PITS2310200420>3.0.CO;2-1

Wong, D. S. (2004). School bullying and tackling strategies in Hong Kong. *International Journal of Offender Therapy and Comparative Criminology*, 48, 537-553. doi: 10.1177/0306624X04263887

Woods, S., & Wolke, D. (2003). Does the content of anti-bullying policies inform us about the prevalence of direct and relational bullying behaviour in primary schools? *Educational Psychology*, 23, 381-401. doi: 10.1080/0144341032000096265

Ybarra, M. L., Boyd, D., Korchmaros, J. D., & Oppenheim, J. (2012). Defining and measuring cyberbullying within the larger context of bullying victimization. *Journal of Adolescent Health*, 51, 53-58. doi: 10.1016/j.jadohealth.2011.12.031

Ybarra, M. L., Diener-West, M., & Leaf, P. J. (2007). Examining the overlap in internet harassment and school bullying: Implications for school intervention. *Journal of*



*Adolescent Health*, 41, S42-S50. doi: 10.1016/j.jadohealth.2007.09.004

Ybarra, M. & Mitchell, K. (2004). Online aggressor/targets, aggressors, and targets: A comparison of associated youth characteristics. *Journal of Child Psychology and Psychiatry*, 45, 1308-1316. doi: 10.1111/j.1469-7610.2004.00328.x

Youngblade, L. M., Theokas, C., Schulenberg, J., Curry, L., Huang, I., & Novak, M. (2007). Risk and promotive factors in families, schools, and communities: A contextual model of positive youth development in adolescence. *Pediatrics*, 119, S47-53. doi: 10.1542/peds.2006-2089H

Zimmerman, F. J., Glew, G. M., Christakis, D. A., & Katon, W. (2005). Early cognitive stimulation, emotional support, and television watching as predictors of subsequent bullying among grade-school children. *Archives of Pediatric & Adolescent Medicine*, 159, 348-388. doi: 10.1001/archpedi.159.4.384

Table 1

*Means and Standard Deviations of Students' Anti-Bullying Attitudes*

Anti-Bullying Attitude Scores		Phase		
		Baseline	Post-Session	Post-Meeting
Ryan	Mean	38.00	34.00	36.13
	SD	2.38	2.10	1.71
Parker	Mean	31.50	30.33	34.00
	SD	2.61	1.41	4.24
Jessa	Mean	29.44	30.83	30.41
	SD	1.67	1.40	1.17
Addie	Mean	36.33	40.75	43,8
	SD	4.97	2.56	1,30

*Note.* SD = Standard Deviation

Table 2

*Means and Standard Deviations of Students' Attitudes Toward Bullying*

Negative-Bullying Attitude Scale		Phase		
		Baseline	Post-Session	Post-Meeting
Ryan	Mean	18.29	15.00	17.21
	SD	1.97	1.79	1.10
Parker	Mean	9.25	11.56	13.34
	SD	4.47	4.45	3.60
Jessa	Mean	15.88	16.42	16.50
	SD	1.15	1.16	1.08
Addie	Mean	18.05	21.75	23.20
	SD	3.75	2.14	0.45
Pro-Bullying Attitude Scale		Phase		
		Baseline	Post-Session	Post-Meeting
Ryan	Mean	9.86	11.00	10.83
	SD	2.12	0.89	0.76
Parker	Mean	7.75	11.22	10.17
	SD	3.57	4.74	3.74
Jessa	Mean	16.44	15.58	16.00
	SD	1.15	0.51	0.00
Addie	Mean	11.67	11.08	9.40
	SD	3.31	1.00	1.14

*Note.* SD = Standard Deviation

Table 3

*Means and Standard Deviations of Students' Bullying Behaviors*

Students' Self-Report		Phase		
		Baseline	Post-Session	Post-Meeting
Ryan	Mean	0.29	0.33	0.04
	<i>SD</i>	<i>0.49</i>	<i>0.51</i>	<i>0.20</i>
Parker	Mean	0.75	0.22	0.17
	<i>SD</i>	<i>0.67</i>	<i>0.44</i>	<i>0.39</i>
Jessa	Mean	1.63	0.08	0.00
	<i>SD</i>	<i>1.89</i>	<i>0.29</i>	<i>0.00</i>
Addie	Mean	0.57	0.25	0.20
	<i>SD</i>	<i>0.68</i>	<i>0.45</i>	<i>0.45</i>
Counselors' Reports		Phase		
		Baseline	Post-Session	Post-Meeting
Ryan	Mean	2.71	0.67	0.88
	<i>SD</i>	<i>1.41</i>	<i>0.84</i>	<i>0.54</i>
Parker	Mean	1.33	1.44	0.88
	<i>SD</i>	<i>1.44</i>	<i>0.53</i>	<i>0.49</i>
Jessa	Mean	0.38	0.25	0.09
	<i>SD</i>	<i>0.50</i>	<i>0.45</i>	<i>0.25</i>
Addie	Mean	0.67	0.92	0.60
	<i>SD</i>	<i>1.35</i>	<i>0.67</i>	<i>0.67</i>

*Note.* SD = Standard Deviation

Table 4

*Means and Standard Deviations of Students' Verbal Bullying Behaviors*

Students' Self-Report		Phase		
		Baseline	Post-Session	Post-Meeting
Ryan	Mean	3.14	3.17	0.52
	<i>SD</i>	5.40	4.92	2.01
Parker	Mean	3.75	1.27	1.00
	<i>SD</i>	3.93	2.83	2.51
Jessa	Mean	7.31	1.25	0.00
	<i>SD</i>	6.84	4.33	0.00
Addie	Mean	4.43	1.75	0.82
	<i>SD</i>	4.96	3.17	2.71
Counselors' Reports		Phase		
		Baseline	Post-Session	Post-Meeting
Ryan	Mean	23.67	12.17	20.55
	<i>SD</i>	3.44	13.36	8.49
Parker	Mean	16.08	22.45	16.81
	<i>SD</i>	14.34	11.34	12.33
Jessa	Mean	4.63	2.50	0.56
	<i>SD</i>	7.37	4.58	2.25
Addie	Mean	8.00	16.46	12.09
	<i>SD</i>	13.11	12.98	11.68

*Note.* SD = Standard Deviation

Table 5

*Means and Standard Deviations of Students' Physical Bullying Behaviors*

Students' Self-Report		Phase		
		Baseline	Post-Session	Post-Meeting
Ryan	Mean	2.57	1.83	0.31
	SD	4.39	2.99	1.26
Parker	Mean	2.92	1.09	1.42
	SD	3.29	2.43	2.87
Jessa	Mean	2.57	0.33	0.00
	SD	4.39	1.15	0.00
Addie	Mean	2.05	1.00	0.82
	SD	2.25	1.81	2.71
Counselors' Reports		Phase		
		Baseline	Post-Session	Post-Meeting
Ryan	Mean	10.57	5.67	11.21
	SD	5.29	6.22	3.75
Parker	Mean	7.17	12.00	8.52
	SD	6.59	6.16	6.42
Jessa	Mean	2.06	1.25	0.25
	SD	2.98	2.38	1.00
Addie	Mean	3.62	8.92	6.09
	SD	5.96	6.26	5.91

*Note.* SD = Standard Deviation

Table 6

*Means, Standard Deviations, and Percentages of Treatment Acceptability Ratings*

Treatment Acceptability Ratings			
	Mean	SD	Percentage
Student	34	1.15	97%
Parent	95	7.70	90%
Counselor	90.5	20.51	86%

*Note.* SD = Standard Deviation

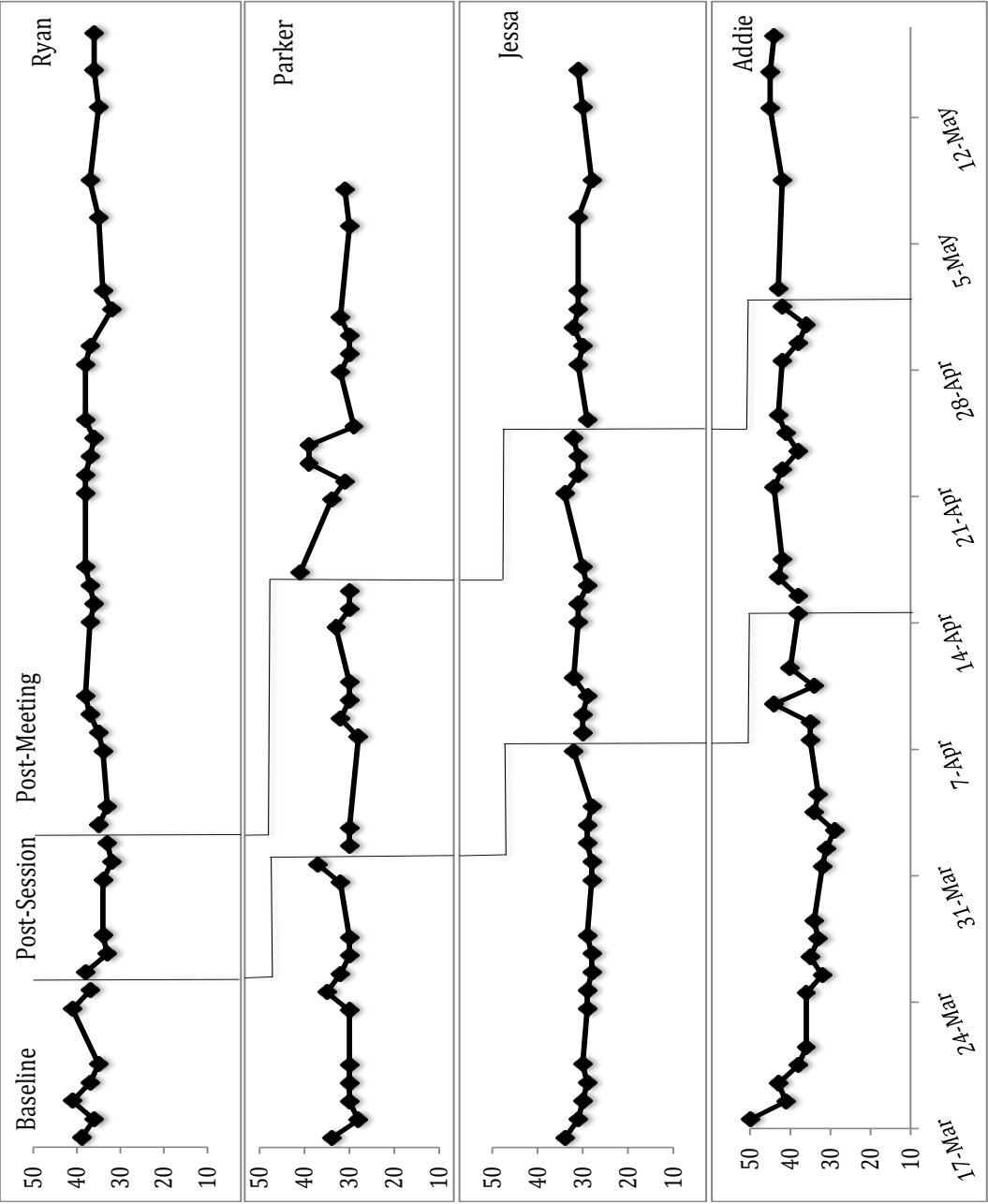


Figure 1. Students' self-reported anti-bullying attitude scores



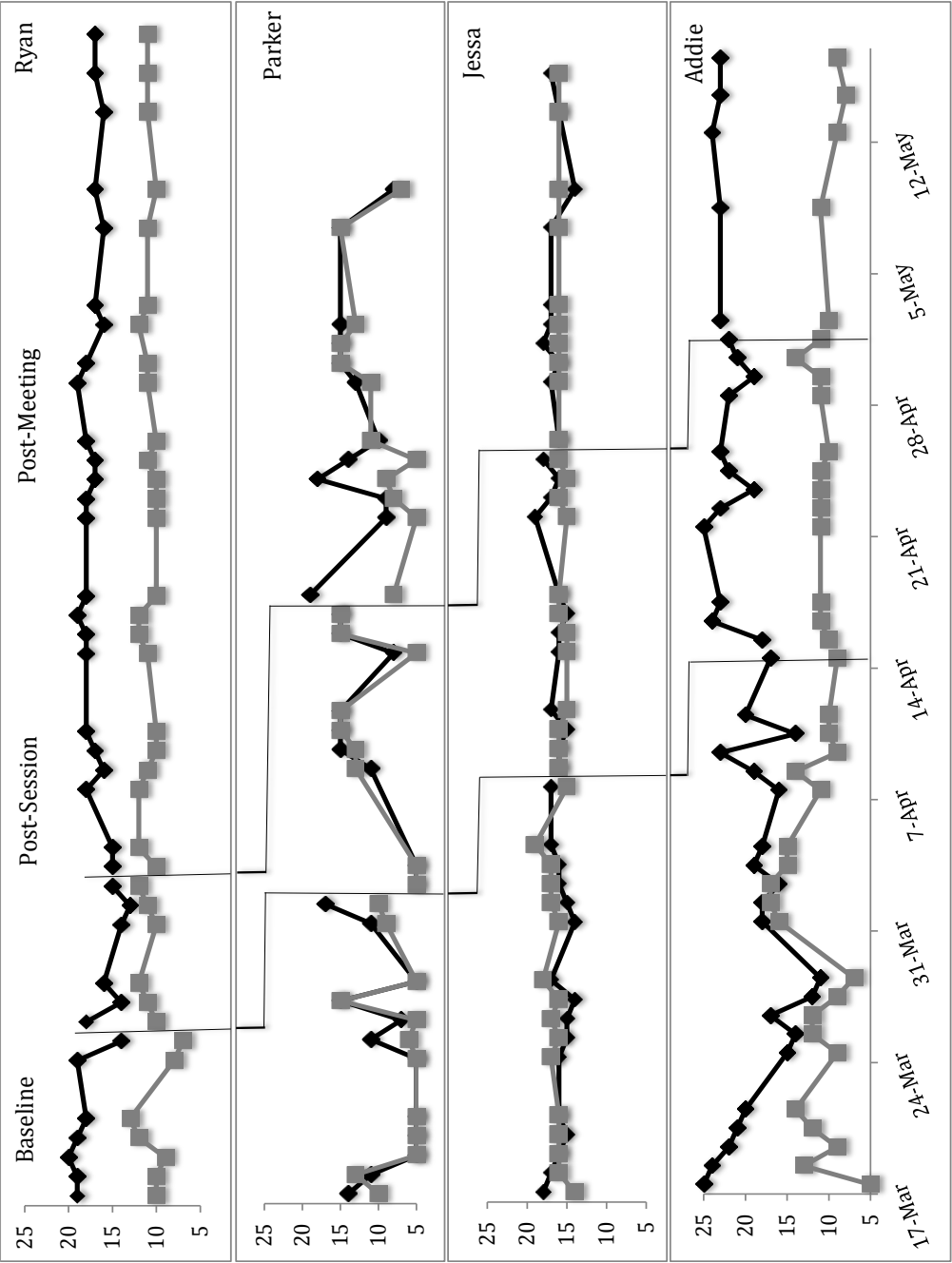


Figure 2. Students' negative-bullying (black) and pro-bullying (gray) attitude scores

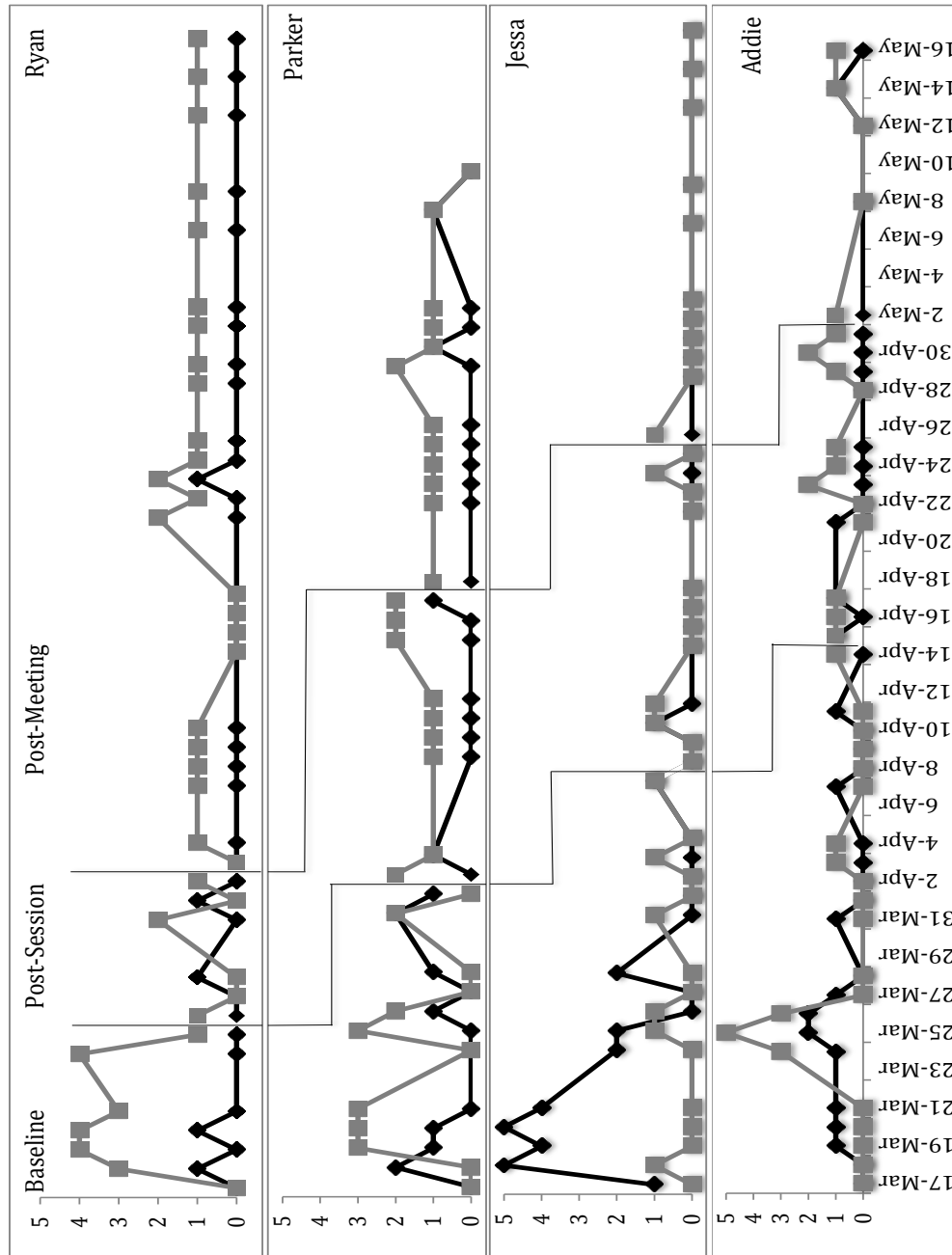


Figure 3. Frequency of students' bullying behaviors, reported by students (black) and counselors (gray)

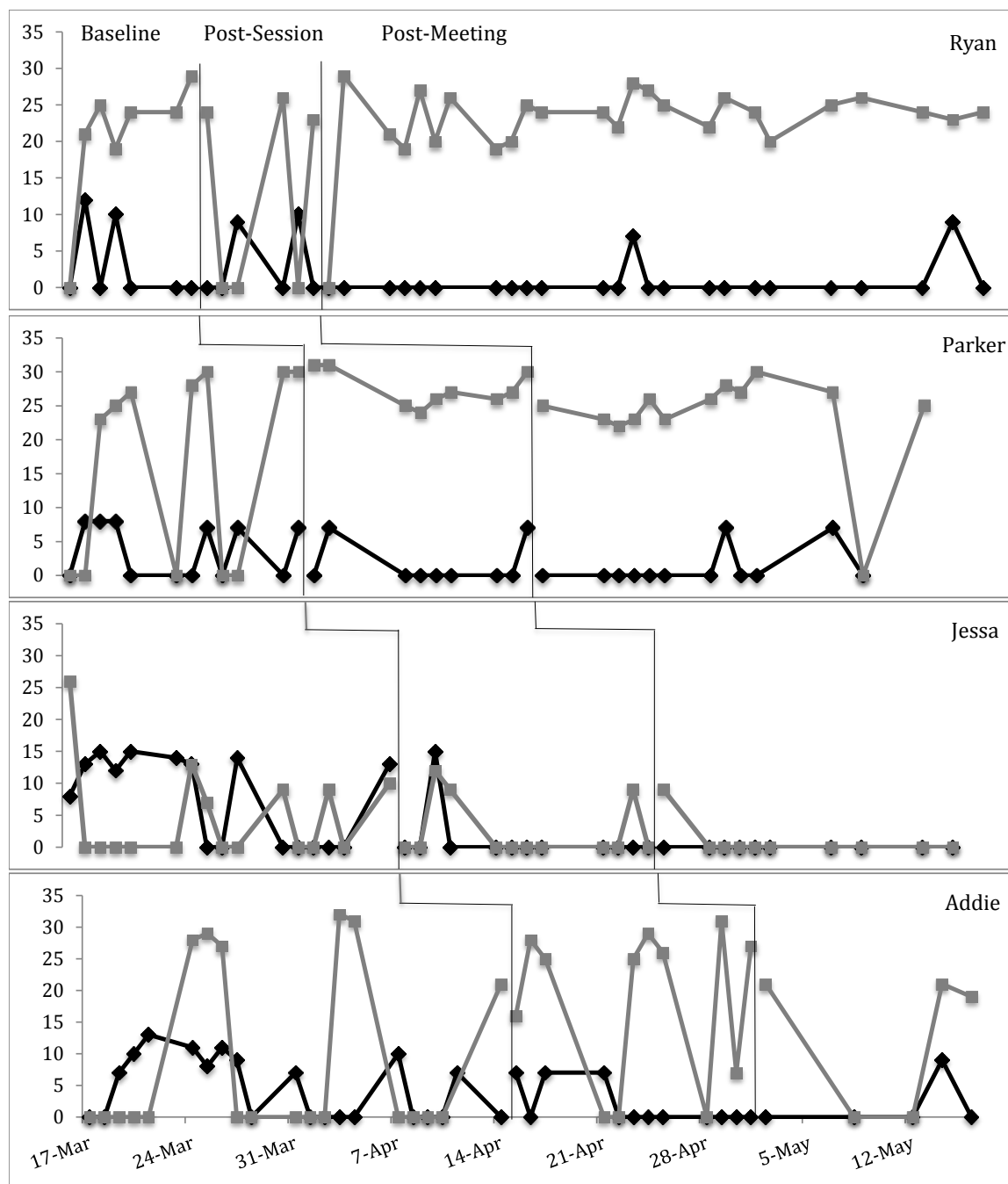


Figure 4. Frequency of students' verbal bullying behaviors, reported by students (black) and counselors (gray)

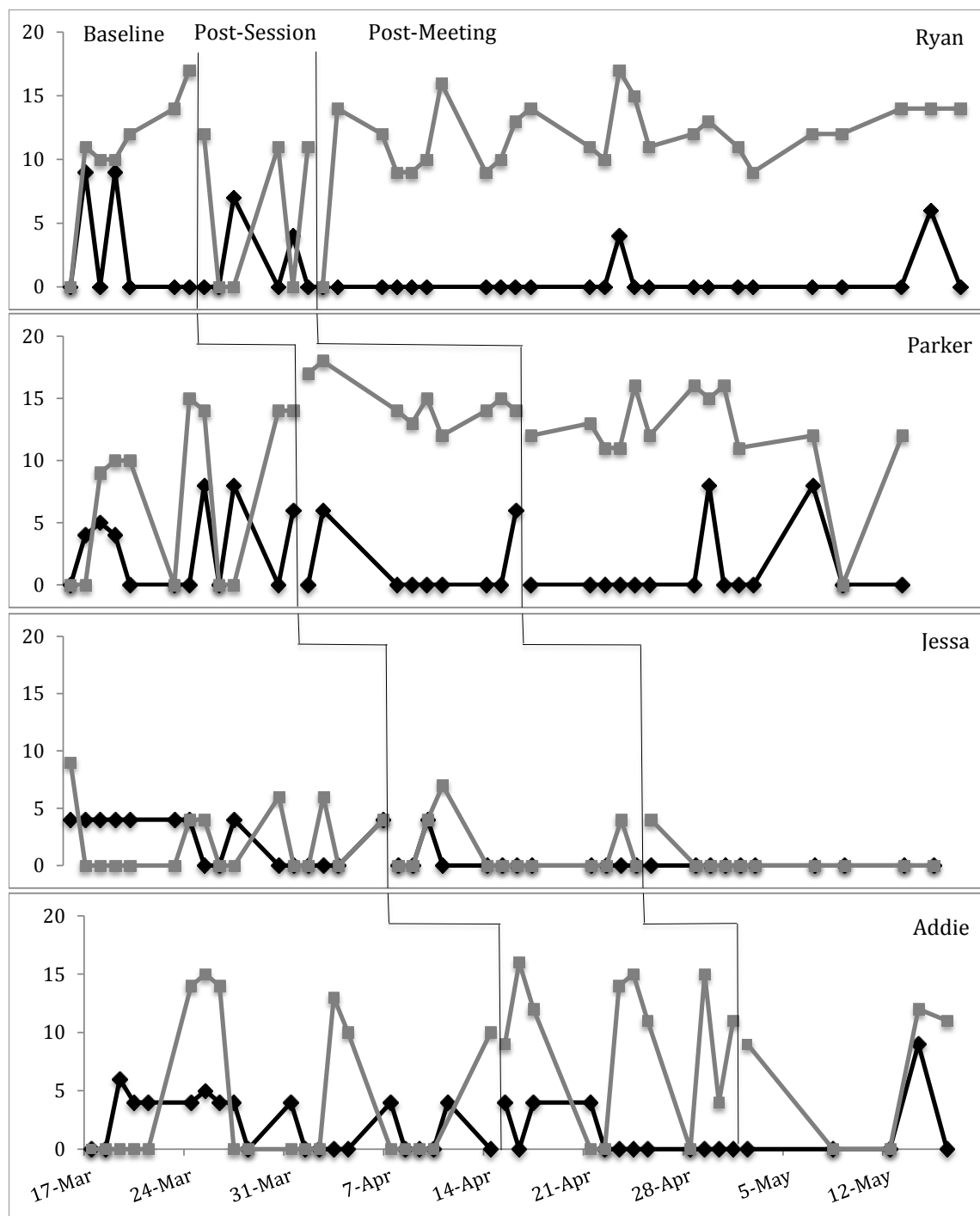
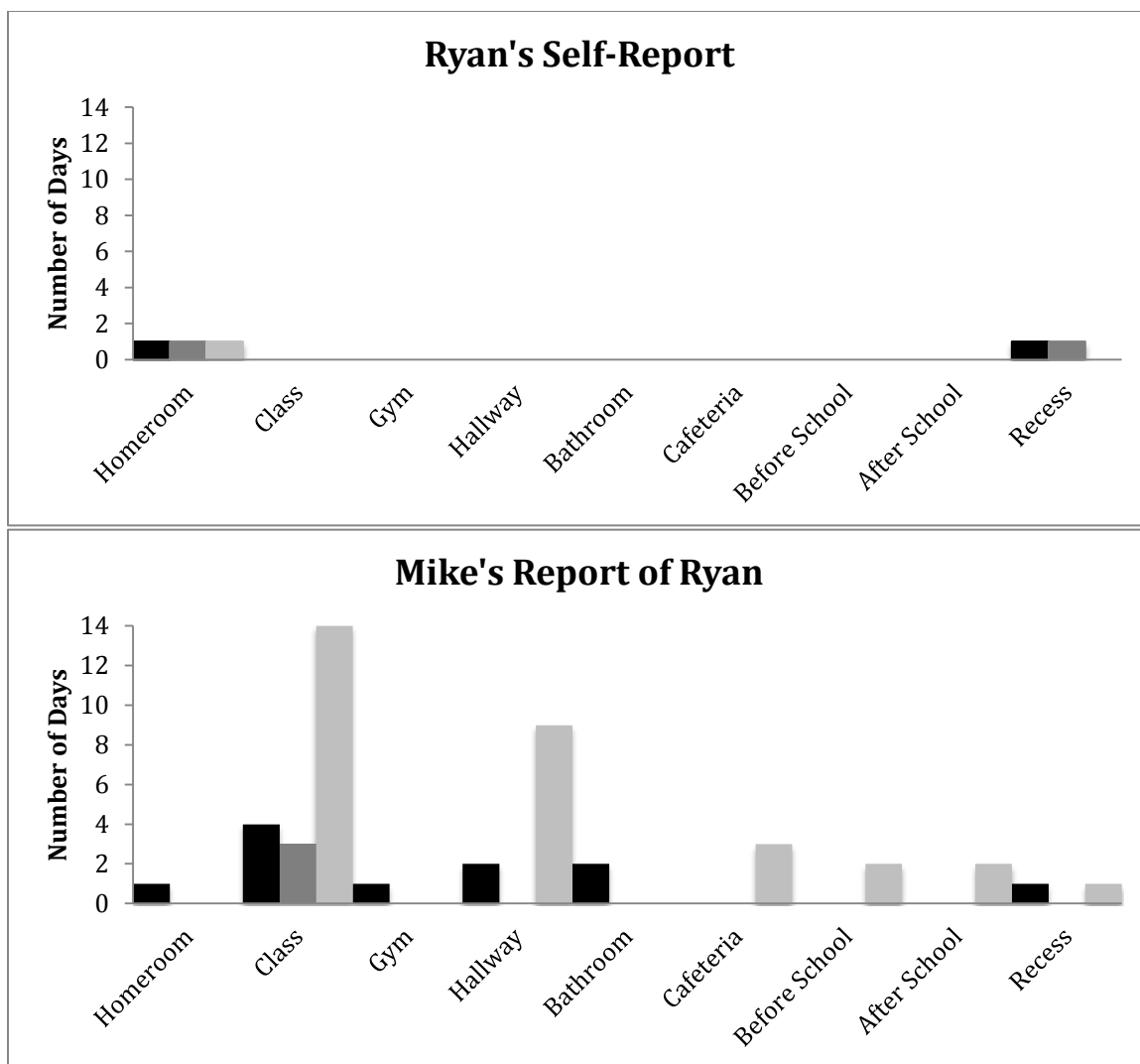
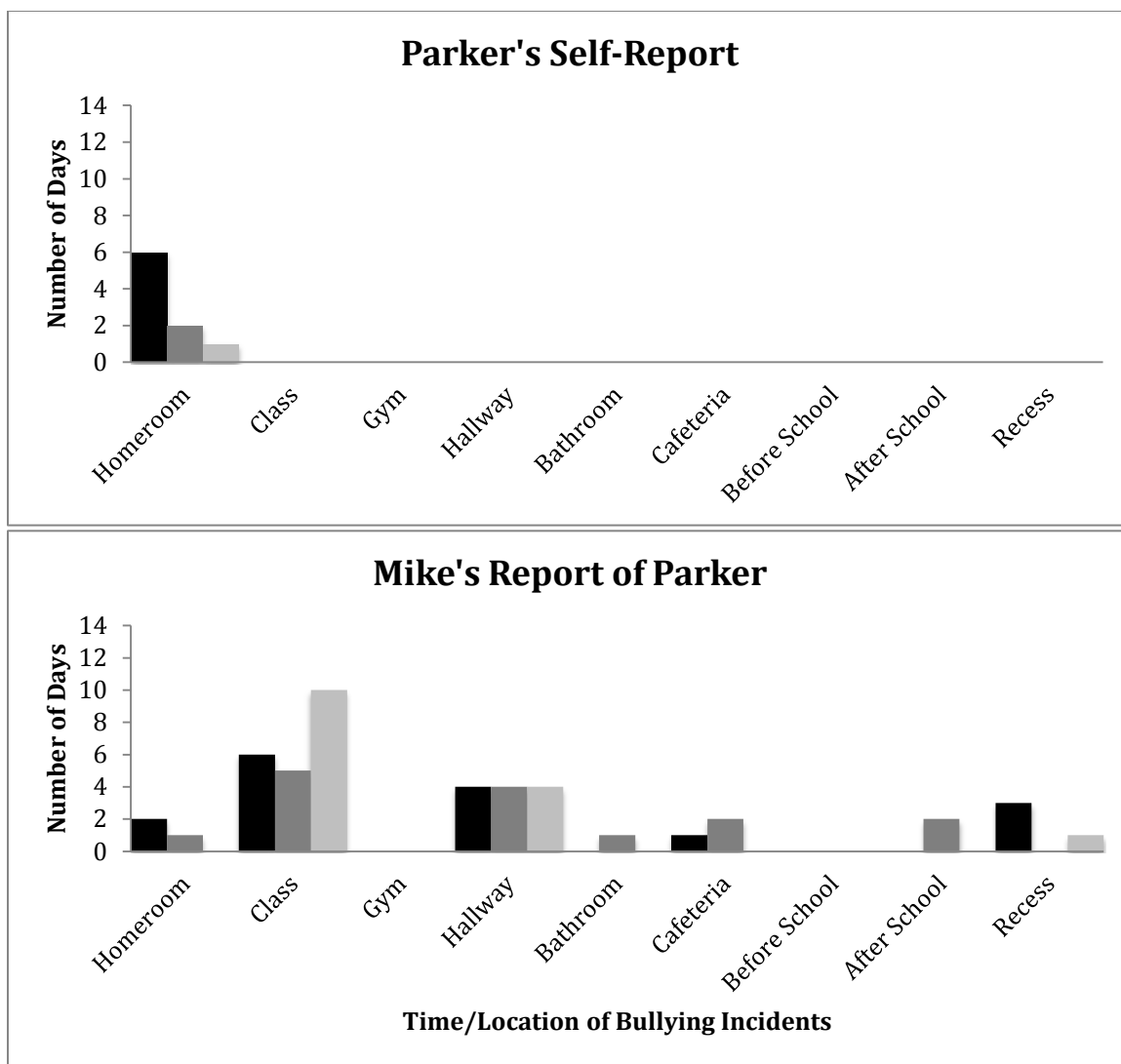


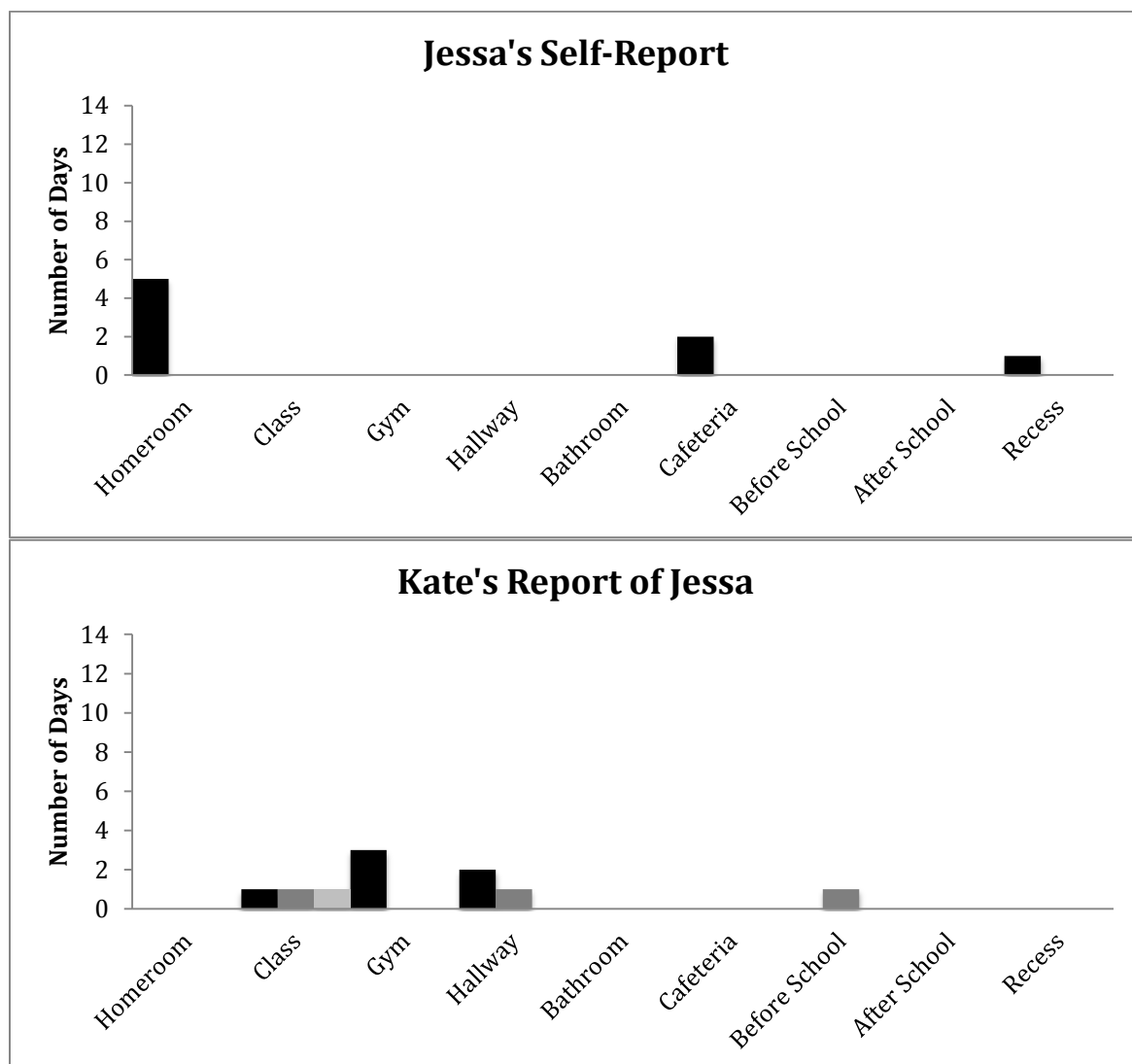
Figure 5. Frequency of students' physical bullying behaviors, reported by students (black) and counselors (gray)



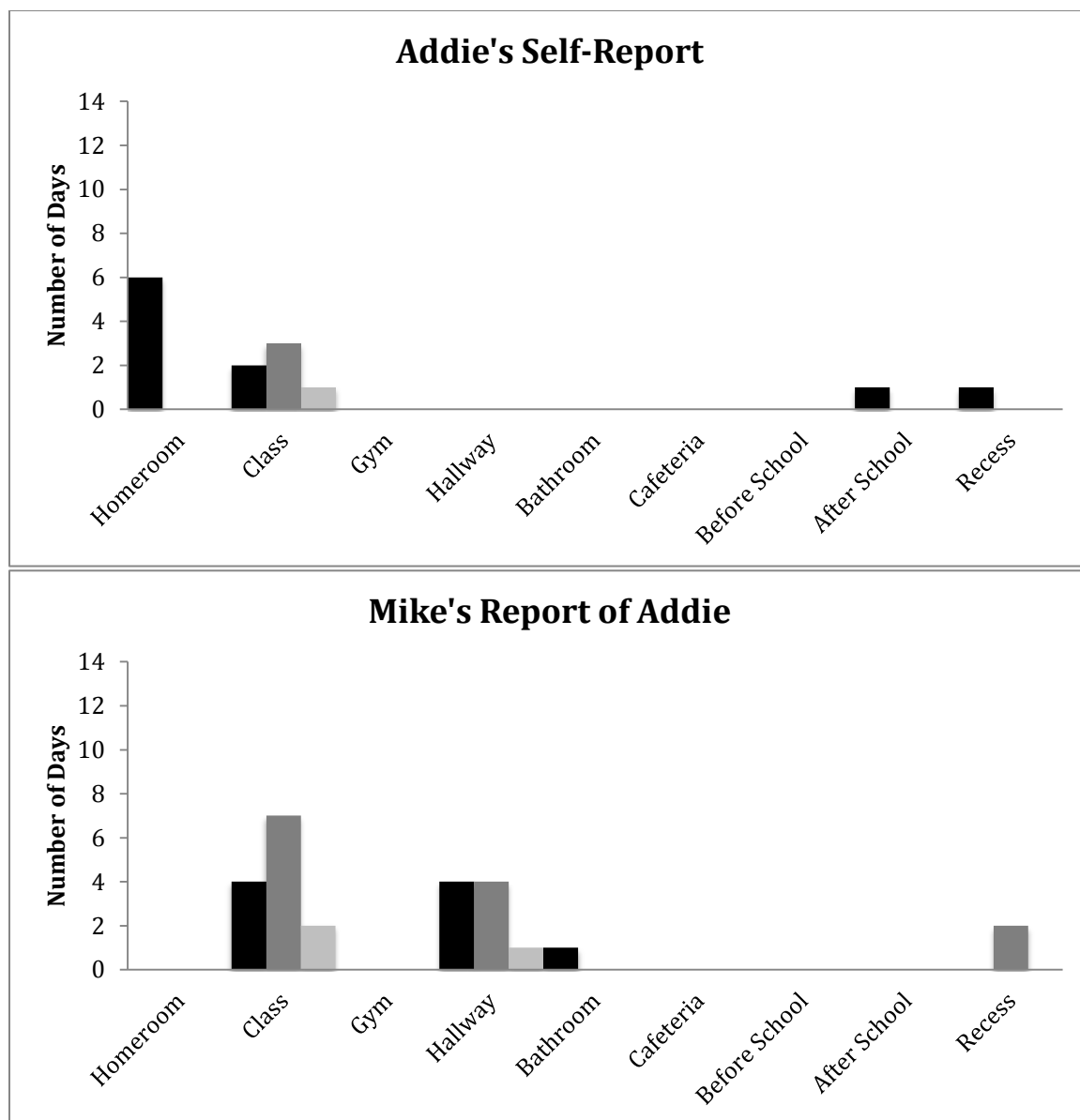
*Figure 6.* Self- and counselor-report of the school times and locations in which Ryan bullied others during baseline (black), post-session (dark gray), and post-meeting (light gray)



*Figure 7.* Self- and counselor-report of the school times and locations in which Parker bullied others during baseline (black), post-session (dark gray), and post-meeting (light gray)

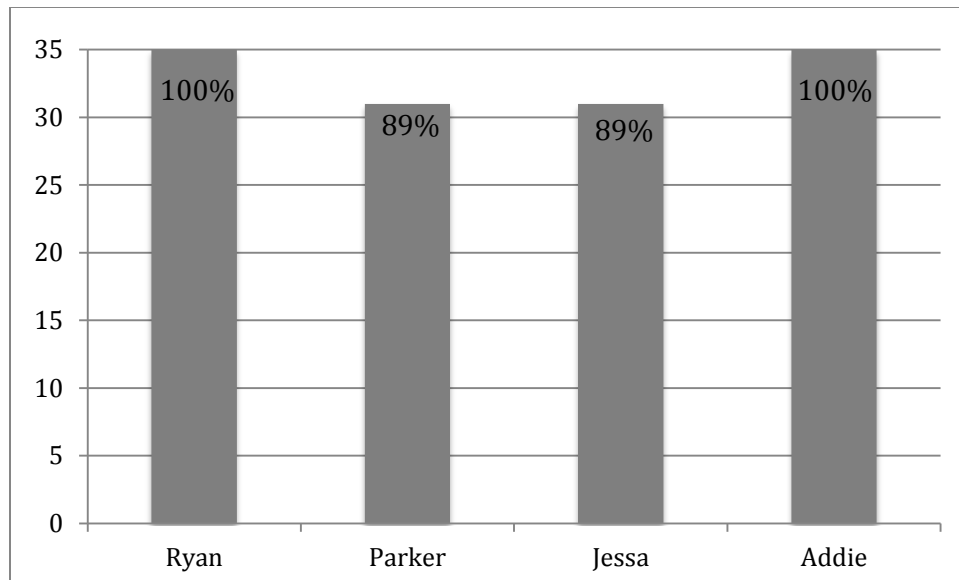


*Figure 8.* Self- and counselor-report of the school times and locations in which Jessa bullied others during baseline (black), post-session (dark gray), and post-meeting (light gray)

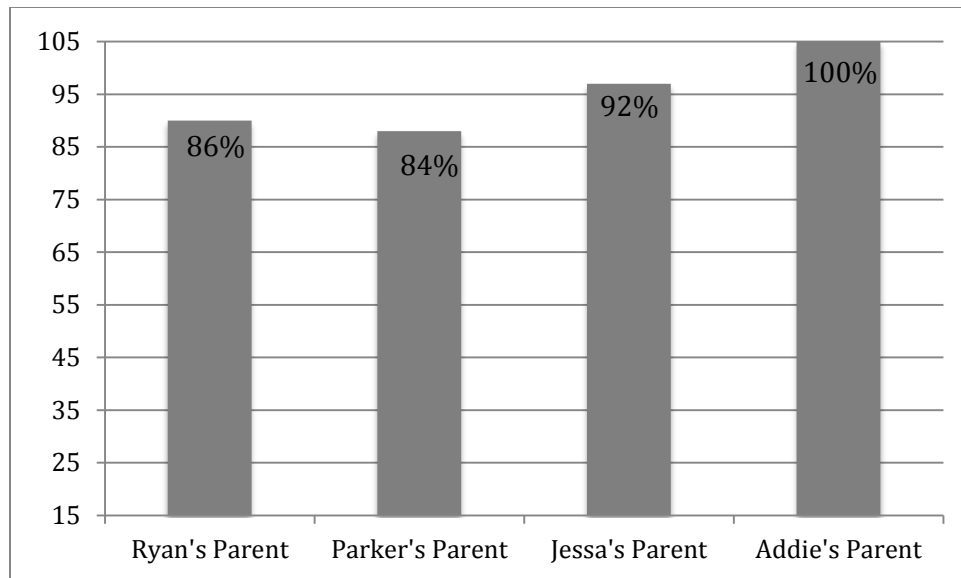


*Figure 9.* Self- and counselor-report of the school times and locations in which Addie bullied others during baseline (black), post-session (dark gray), and post-meeting (light gray)

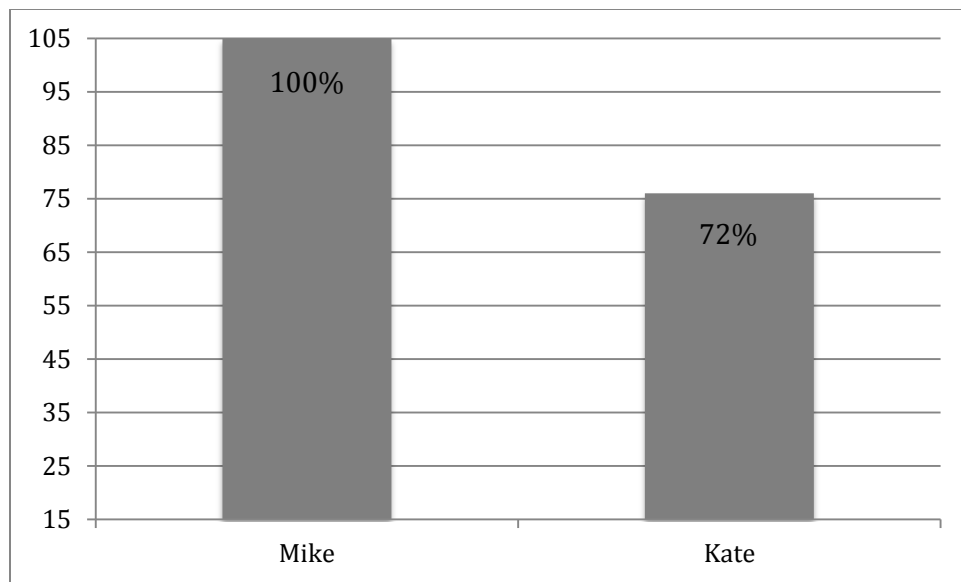




*Figure 10.* Students' treatment acceptability ratings, with percent acceptability in text



*Figure 11.* Parents' treatment acceptability ratings, with percent acceptability in text



*Figure 12.* Counselors' treatment acceptability ratings, with percent acceptability in text

*Appendix A*

Date: \_\_\_\_\_

**Swearer Bully Survey- Student Version**

**Instructions:** In this survey you will be asked to respond to questions and statements about bullying.

**Bullying happens when someone hurts or scares another person on purpose and the person being bullied has a hard time defending himself or herself. Usually, bullying happens over and over.**

- **Punching, shoving and other acts that hurt people physically**
- **Spreading bad rumors about people**
- **Keeping certain people out of a group**
- **Teasing people in a mean way**
- **Getting certain people to “gang up” on others**

\*\*\*\*\*  
\*\*\*\*\*

**There are four parts to this survey: (A) When you were bullied by others, (B) When you saw other students getting bullied, (C) When you bullied others, and (D) Your thoughts about bullying.**

\*\*\*\*\*  
\*\*\*\*\*

Copyright © 2001 by Susan M. Swearer, Ph.D. Revised: 08/2013



### The Bully Survey - Part A

**PART A:** In this part, you will be asked about times when you were bullied.

**REMEMBER:** Bullying happens when someone hurts or scares another person on purpose and the person being bullied has a hard time defending himself or herself. Usually, bullying happens over and over.

- Punching, shoving and other acts that hurt people physically
- Spreading bad rumors about people
- Keeping certain people out of a group
- Teasing people in a mean way
- Getting certain people to “gang up” on others

**1a. Have you been bullied this school year?**

☐ Yes

☐ No

**1b. If yes, how often have you been bullied? (Check one)**

☐ one or more times a day

☐ one or more times a week

☐ one or more times a month

**If you have not been bullied this year, you may move on to Part B**

**2a. Where have you been bullied? (Check all that apply)**

☐ homeroom

☐ cafeteria

☐ academic class

☐ before school

☐ bus

☐ after school

☐ gym

☐ dances

☐ hallway

☐ sporting events

☐ bathroom

☐ telephone

☐ online/texting during school

☐ online/texting outside of school

☐ recess

**2b. If you checked online/texting, please explain. (Check all that apply)**

☐ Facebook

☐ IMing

☐ Instagram

☐ Email

☐ Twitter

☐ Texting

☐ Online Gaming

☐ Other:

**Circle the ONE place you have been bullied the most.**

**3. How did you get bullied?** (Check how often these things happened)

		Never Happened	Rarely Happened	Sometimes Happened	Often Happened	Always Happened
a	Called me names	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
b	Made fun of me	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
c	Said they will do bad things to me	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
d	Played jokes on me	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
e	Wouldn't let me be a part of their group	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
f	Broke my things	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
g	Attacked me	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
h	Nobody would talk to me	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
i	Wrote bad things about me	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
j	Said mean things behind my back	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
k	Pushed or shoved me	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
l	Other ways you were bullied:					

**4. Who bullied you? (Check all that apply)**

- |  |  |
|--|--|
| <input type="checkbox"/> older boys  | <input type="checkbox"/> someone who has many friends          |
| <input type="checkbox"/> older girls   | <input type="checkbox"/> someone who doesn't have many friends |
| <input type="checkbox"/> younger boys  | <input type="checkbox"/> someone who is popular                |
| <input type="checkbox"/> younger girls                                       | <input type="checkbox"/> someone who is not popular            |
| <input type="checkbox"/> boys in the same grade                              | <input type="checkbox"/> someone who is smart                  |
| <input type="checkbox"/> girls in the same grade                             | <input type="checkbox"/> someone who is not smart              |
| <input type="checkbox"/> someone who is strong                               | <input type="checkbox"/> someone who is an adult               |
| <input type="checkbox"/> someone who is weak                                 | <input type="checkbox"/> my girlfriend/boyfriend               |
| <input type="checkbox"/> someone who I didn't know                           | <input type="checkbox"/> my brother                            |
| <input type="checkbox"/> someone I was interested in but never went out with | <input type="checkbox"/> my sister                             |
| <input type="checkbox"/> someone who is powerful                             | <input type="checkbox"/> someone who is in my group of friends |
| <input type="checkbox"/> someone who is not powerful                         | <input type="checkbox"/> Other _____                           |

**5. How much of a problem was the bullying for you?**

		Never a Problem	Rarely a Problem	Sometimes a Problem	Often a Problem	Always a Problem
a	Made me feel sick	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
b	I couldn't make friends	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
c	Made me feel bad or sad	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
d	Made it difficult to learn at school	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
e	I didn't come to school	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
f	I had problems with my family	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
g	Other ways this was a problem:					

**6a. Why do you think you were bullied? (Check all that apply)****Because:**

- |  |  |
|--|--|
| <input type="checkbox"/> they think my face looks funny  | <input type="checkbox"/> my parents                            |
| <input type="checkbox"/> they think I'm fat              | <input type="checkbox"/> my brother                            |
| <input type="checkbox"/> they think I'm skinny           | <input type="checkbox"/> my sister                             |
| <input type="checkbox"/> they think I look too old       | <input type="checkbox"/> my family is poor                     |
| <input type="checkbox"/> they think I look too young     | <input type="checkbox"/> my family has a lot of money          |
| <input type="checkbox"/> they think I am a wimp          | <input type="checkbox"/> someone in my family has a disability |
| <input type="checkbox"/> they think my friends are weird | <input type="checkbox"/> I am too tall                         |
| <input type="checkbox"/> I'm sick a lot                  | <input type="checkbox"/> I am too short                        |
| <input type="checkbox"/> I'm disabled                    | <input type="checkbox"/> I am in special education             |
| <input type="checkbox"/> I get good grades               | <input type="checkbox"/> I get angry a lot                     |
| <input type="checkbox"/> I get bad grades                | <input type="checkbox"/> I cry a lot                           |
| <input type="checkbox"/> where I live                    | <input type="checkbox"/> I can't get along with other people   |
| <input type="checkbox"/> the clothes I wear              | <input type="checkbox"/> they say I'm gay                      |
| <input type="checkbox"/> the color of my skin            | <input type="checkbox"/> the way I talk                        |
| <input type="checkbox"/> the country I'm from            | <input type="checkbox"/> I act too much like a boy             |
| <input type="checkbox"/> I am different                  | <input type="checkbox"/> I act too much like a girl            |
| <input type="checkbox"/> the church I go to              | <input type="checkbox"/> other (describe): _____               |

**6b. Circle the MAIN reason why you were bullied.****7a. Were you able to protect yourself from the bullying?**

- ☐
- Yes
- ☐
- No

**7b. If yes, what did you do? \_\_\_\_\_****8. Did your teachers and school staff know about the bullying that happened to you?**

- ☐
- Yes
- ☐
- No
- ☐
- I don't know

**9. How do you think the teachers and school staff take care of the bullying?**

- ☐
- Very well
- ☐
- Okay
- ☐
- Bad
- ☐
- I don't know

**10. Tell us what the teachers and school staff did to take care of the bullying.**


---



---

**11. Did your parents know about the bullying that happened to you?**

- ☐
- Yes
- ☐
- No
- ☐
- I don't know



**12a. Does anyone bully you at home?** (Check everyone who has bullied you)

- |                                  |                                      |   |
|----------------------------------|--------------------------------------|---|
| <input type="checkbox"/> no one  | <input type="checkbox"/> sister      | <input type="checkbox"/> friend         |
| <input type="checkbox"/> father  | <input type="checkbox"/> stepfather  | <input type="checkbox"/> other relative |
| <input type="checkbox"/> mother  | <input type="checkbox"/> stepmother  | <input type="checkbox"/> neighbor       |
| <input type="checkbox"/> brother | <input type="checkbox"/> grandparent | <input type="checkbox"/> other: _____   |

**12b. Is the bullying at home different from the bullying at school? How?**

---

---

**13. Is bullying a problem in your school?**

- ☐ Yes ☐ No

**14. Do you think that schools should worry about bullying?**

- ☐ Yes ☐ No

<b><u>The Bully Survey - Part B</u></b>
---

**PART B:** In this part, you will be asked about other students that have been bullied. **REMEMBER:** Bullying happens when someone hurts or scares another person on purpose and the person being bullied has a hard time defending himself or herself. Usually, bullying happens over and over.

- Punching, shoving and other acts that hurt people physically
- Spreading bad rumors about people
- Keeping certain people out of a group
- Teasing people in a mean way
- Getting certain people to “gang up” on others

**15a. Did you ever see a student other than yourself who was bullied this school year?**

- ☐ Yes ☐ No

**15b. If yes, how often did you see this student being bullied? (Check one)**

- ☐ one or more times a day  
☐ one or more times a week  
☐ one or more times a month

**If you don't know any students who have been bullied this year, you may skip to Part C**

**16a. Where was the student bullied? (Check all that apply)**

- |  |  |
|--|--|
| <input type="checkbox"/> homeroom<br><input type="checkbox"/> academic class<br><input type="checkbox"/> bus<br><input type="checkbox"/> gym<br><input type="checkbox"/> hallway<br><input type="checkbox"/> bathroom<br><input type="checkbox"/> online/texting during school | <input type="checkbox"/> cafeteria<br><input type="checkbox"/> before school<br><input type="checkbox"/> after school<br><input type="checkbox"/> dances<br><input type="checkbox"/> sporting events<br><input type="checkbox"/> telephone<br><input type="checkbox"/> online/texting outside of school<br><input type="checkbox"/> recess |
|--|--|

**16b. If you checked online/texting, please explain. (Check all that apply)**

- |   |   |
|---|---|
| <input type="checkbox"/> Facebook<br><input type="checkbox"/> Instagram<br><input type="checkbox"/> Twitter<br><input type="checkbox"/> Online Gaming | <input type="checkbox"/> IMing<br><input type="checkbox"/> Email<br><input type="checkbox"/> Texting<br><input type="checkbox"/> Other: |
|---|---|

**Circle the ONE place you saw the student bullied the most.**

**17. How did this student get bullied?** (Check how often these things happened)

		Never Happened	Rarely Happened	Sometimes Happened	Often Happened	Always Happened
a.	Called him/her names	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
b.	Made fun of him/her	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
c.	Said they will do bad things to him/her	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
d.	Played jokes on him/her	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
e.	Wouldn't let him/her be a part of their group	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
f.	Broke his/her things	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
g.	Attacked him/her	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
h.	Nobody would talk to him/her	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
i.	Wrote bad things about him/her	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
j.	Said mean things behind his/her back	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
k.	Got pushed or shoved	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
l.	Other ways (s)he was bullied:					

**18. Who bullied this student?** (Check all that apply)

- |  |   |
|--|---|
| <input type="checkbox"/> older boys  | <input type="checkbox"/> someone who has many friends               |
| <input type="checkbox"/> older girls   | <input type="checkbox"/> someone who doesn't have many friends      |
| <input type="checkbox"/> younger boys  | <input type="checkbox"/> someone who is popular                     |
| <input type="checkbox"/> younger girls   | <input type="checkbox"/> someone who is not popular                 |
| <input type="checkbox"/> boys in the same grade                                  | <input type="checkbox"/> someone who is smart                       |
| <input type="checkbox"/> girls in the same grade                                 | <input type="checkbox"/> someone who is not smart                   |
| <input type="checkbox"/> someone who is strong                                   | <input type="checkbox"/> someone who is an adult                    |
| <input type="checkbox"/> someone who is weak                                     | <input type="checkbox"/> his/her girlfriend/boyfriend               |
| <input type="checkbox"/> someone who (s)he didn't know                           | <input type="checkbox"/> his/her brother                            |
| <input type="checkbox"/> someone (s)he was interested in but never went out with | <input type="checkbox"/> his/her sister                             |
| <input type="checkbox"/> someone who is powerful                                 | <input type="checkbox"/> someone who is in his/her group of friends |
| <input type="checkbox"/> someone who is not powerful                             | <input type="checkbox"/> Other _____                                |

**19. How did seeing the bullying affect you?**

		Never a Problem	Rarely a Problem	Sometimes a Problem	Often a Problem	Always a Problem
a	Made me feel sick	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
b	I couldn't make friends	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
c	Made me feel bad or sad	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
d	Made it difficult to learn at school	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
e	I didn't come to school	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
f	I had problems with my family	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
g	Other ways this was a problem:					

**20a. Why do you think this student was bullied? (Check all that apply).**

**Because:**

- |  |  |
|--|--|
| <input type="checkbox"/> his/her face looks funny  | <input type="checkbox"/> his/her parents                         |
| <input type="checkbox"/> (s)he is fat              | <input type="checkbox"/> his/her brother                         |
| <input type="checkbox"/> (s)he is skinny           | <input type="checkbox"/> his/her sister                          |
| <input type="checkbox"/> (s)he looks too old       | <input type="checkbox"/> his/her family is poor                  |
| <input type="checkbox"/> (s)he looks too young     | <input type="checkbox"/> his/her family has a lot of money       |
| <input type="checkbox"/> (s)he is a wimp           | <input type="checkbox"/> someone in his/her family is disabled   |
| <input type="checkbox"/> his/her friends are weird | <input type="checkbox"/> (s)he is too tall                       |
| <input type="checkbox"/> (s)he is sick a lot       | <input type="checkbox"/> (s)he is too short                      |
| <input type="checkbox"/> (s)he is disabled         | <input type="checkbox"/> (s)he is in special education           |
| <input type="checkbox"/> (s)he gets good grades    | <input type="checkbox"/> (s)he gets angry a lot                  |
| <input type="checkbox"/> (s)he gets bad grades     | <input type="checkbox"/> (s)he cries a lot                       |
| <input type="checkbox"/> where (s)he lives         | <input type="checkbox"/> (s)he can't get along with other people |
| <input type="checkbox"/> the clothes (s)he wears   | <input type="checkbox"/> (s)he is gay                            |
| <input type="checkbox"/> the color of his/her skin | <input type="checkbox"/> the way (s)he talks                     |
| <input type="checkbox"/> the country (s)he is from | <input type="checkbox"/> (s)he acts too much like a boy          |
| <input type="checkbox"/> (s)he is different        | <input type="checkbox"/> (s)he acts too much like a girl         |
| <input type="checkbox"/> the church (s)he goes to  | <input type="checkbox"/> other (describe): _____                 |

**20b. Circle the MAIN reason why this student was bullied.**

**20c. Was the student able to protect him/herself from the bullying?**

- ☐ Yes ☐ No

**21. Did the teachers and school staff know about the bullying that you saw?**

- ☐ Yes ☐ No ☐ I don't know

**22a. How do you think your teachers and school staff took care of the bullying?**

- ☐ Very well ☐ Okay ☐ Bad ☐ I don't know

**22b. Tell us what the teachers and school staff did to take care of the bullying.**

---

**23. Tell us what you did about the bullying.**

---

<b><u>The Bully Survey - Part C</u></b>
---

**PART C:** In this part, you will be asked about when you bullied another student.

**REMEMBER:** Bullying happens when someone hurts or scares another person on purpose and the person being bullied has a hard time defending himself or herself. Usually, bullying happens over and over.

- Punching, shoving and other acts that hurt people physically
- Spreading bad rumors about people
- Keeping certain people out of a “group”
- Teasing people in a mean way
- Getting certain people to “gang up” on others

**24a. Did you bully anyone this school year?**

- ☐ Yes                      ☐ No

**24b. If yes, how often did you bully this person? (Check one)**

- ☐ one or more times a day  
☐ one or more times a week  
☐ one or more times a month

**If you never bullied other students this year, go to Part D and answer the rest of the questions**

**25a. Where did you bully him or her? (Check all that apply)**

- |  |  |
|--|--|
| <input type="checkbox"/> homeroom<br><input type="checkbox"/> academic class<br><input type="checkbox"/> bus<br><input type="checkbox"/> gym<br><input type="checkbox"/> hallway<br><input type="checkbox"/> bathroom<br><input type="checkbox"/> online/texting during school | <input type="checkbox"/> cafeteria<br><input type="checkbox"/> before school<br><input type="checkbox"/> after school<br><input type="checkbox"/> dances<br><input type="checkbox"/> sporting events<br><input type="checkbox"/> telephone<br><input type="checkbox"/> online/texting outside of school<br><input type="checkbox"/> recess |
|--|--|

**25b. If you checked online/texting, please explain. (Check all that apply)**

- |   |   |
|---|---|
| <input type="checkbox"/> Facebook<br><input type="checkbox"/> Instagram<br><input type="checkbox"/> Twitter<br><input type="checkbox"/> Online Gaming | <input type="checkbox"/> IMing<br><input type="checkbox"/> Email<br><input type="checkbox"/> Texting<br><input type="checkbox"/> Other: |
|---|---|

**Circle the ONE place you bullied the person the most.**

**26. How did you bully this person?** (Check how often these things happened)

		Never Happened	Rarely Happened	Sometimes Happened	Often Happened	Always Happened
a.	Called him/her names	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
b.	Made fun of him/her	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
c.	Said they will do bad things to him/her	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
d.	Played jokes on him/her	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
e.	Wouldn't let him/her be a part of their group	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
f.	Broke his/her things	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
g.	Attacked him/her	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
h.	Nobody would talk to him/her	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
i.	Wrote bad things about him/her	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
j.	Said mean things behind his/her back	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
k.	Got pushed or shoved	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
l.	Other ways (s)he was bullied:					

**27. Who did you bully?** (Check all that apply)

- |  |  |
|--|--|
| <input type="checkbox"/> older boys  | <input type="checkbox"/> someone who has many friends          |
| <input type="checkbox"/> older girls   | <input type="checkbox"/> someone who doesn't have many friends |
| <input type="checkbox"/> younger boys  | <input type="checkbox"/> someone who is popular                |
| <input type="checkbox"/> younger girls                                       | <input type="checkbox"/> someone who is not popular            |
| <input type="checkbox"/> boys in the same grade                              | <input type="checkbox"/> someone who is smart                  |
| <input type="checkbox"/> girls in the same grade                             | <input type="checkbox"/> someone who is not smart              |
| <input type="checkbox"/> someone who is strong                               | <input type="checkbox"/> someone who is an adult               |
| <input type="checkbox"/> someone who is weak                                 | <input type="checkbox"/> my girlfriend/boyfriend               |
| <input type="checkbox"/> someone who I didn't know                           | <input type="checkbox"/> my brother                            |
| <input type="checkbox"/> someone I was interested in but never went out with | <input type="checkbox"/> my sister                             |
| <input type="checkbox"/> someone who is powerful                             | <input type="checkbox"/> someone who is in my group of friends |
| <input type="checkbox"/> someone who is not powerful                         | <input type="checkbox"/> Other_____                            |

**28a. How much was this a problem for the student you bullied?**

		Never a Problem	Rarely a Problem	Sometimes a Problem	Often a Problem	Always a Problem
a	Made him/her feel sick	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
b	(S)he couldn't make friends	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
c	Made him/her feel bad or sad	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
d	Made it difficult for him/her to learn	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
e	(S)he didn't come to school	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
f	(S)he had problems with his/her family	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
g	Other ways this was a problem:					



**28b. How much was the bullying you did a problem for you?**

		Never a Problem	Rarely a Problem	Sometimes a Problem	Often a Problem	Always a Problem
a	Made me feel sick	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
b	I couldn't make friends	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
c	Made me feel bad or sad	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
d	Made it difficult to learn at school	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
e	I didn't come to school	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
f	I had problems with my family	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
g	Other ways this was a problem:					

**29a. Why did you bully this person? (Check all that apply)****Because:**

- |   |  |
|---|--|
| <input type="checkbox"/> his/her face looks funny   | <input type="checkbox"/> his/her parents                         |
| <input type="checkbox"/> (s)he is fat               | <input type="checkbox"/> his/her brother                         |
| <input type="checkbox"/> (s)he is skinny            | <input type="checkbox"/> his/her sister                          |
| <input type="checkbox"/> (s)he looks too old        | <input type="checkbox"/> his/her family is poor                  |
| <input type="checkbox"/> (s)he is looks too young   | <input type="checkbox"/> his/her family has a lot of money       |
| <input type="checkbox"/> (s)he is a wimp            | <input type="checkbox"/> someone in his/her family is disabled   |
| <input type="checkbox"/> his/her friends are weird  | <input type="checkbox"/> (s)he is too tall                       |
| <input type="checkbox"/> (s)he is sick a lot        | <input type="checkbox"/> (s)he is too short                      |
| <input type="checkbox"/> (s)he is disabled          | <input type="checkbox"/> (s)he is in special education           |
| <input type="checkbox"/> (s)he gets good grades     | <input type="checkbox"/> (s)he gets angry a lot                  |
| <input type="checkbox"/> (s)he gets bad grades      | <input type="checkbox"/> (s)he cries a lot                       |
| <input type="checkbox"/> where (s)he lives          | <input type="checkbox"/> (s)he can't get along with other people |
| <input type="checkbox"/> the clothes (s)he wears    | <input type="checkbox"/> (s)he is gay                            |
| <input type="checkbox"/> the color of his/her skin  | <input type="checkbox"/> the way (s)he talks                     |
| <input type="checkbox"/> the country he/she is from | <input type="checkbox"/> (s)he acts too much like a boy          |
| <input type="checkbox"/> (s)he is different         | <input type="checkbox"/> (s)he acts too much like a girl         |
| <input type="checkbox"/> The church (s)he goes too  | <input type="checkbox"/> other (describe): _____                 |

**29b. Circle the MAIN reason why you bullied this person.**

**29c. Was the student able to protect him/herself from your bullying?**

☐ Yes

☐ No

**30. Did the teachers and school staff know about the bullying that you did?**

☐ Yes    ☐ No    ☐ I don't know

**31. How do you think the teachers and school staff took care of the bullying?**

☐ Very well    ☐ Okay    ☐ Bad    ☐ I don't know

**32. Tell us what the teachers and staff did to take care of the bullying.**

---

**33. Is bullying a problem in your school?**

☐ Yes

☐ No

**34. Do you think that schools should worry about bullying?**

☐ Yes

☐ No

<b><u>The Bully Survey - Part D</u></b>
---

**PART D: In this part, you will be asked about your thoughts about bullying.**

**35. How much do you agree with each sentence?**

		Totally False	Sort of False	Neither	Sort of True	Totally True
a.	Most people who get bullied ask for it	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
b.	Bullying is a problem for kids	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
c.	Bullies are popular	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
d.	I don't like bullies	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
e.	I am afraid of the bullies at my school	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
f.	Bullying is good for wimpy kids	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
g.	Bullies hurt kids	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
h.	Bullies have a lot of friends	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
i.	I can understand why someone would bully other kids	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
j.	I think bullies should be punished	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
k.	Bullies don't mean to hurt anybody	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
l.	Bullies make kids feel bad.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
m.	I feel sorry for kids who are bullied	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
n.	Being bullied is no big deal	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
o.	It's easier to bully someone if they don't know who you are	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

**36. Is bullying a problem in your school?**

☐ Yes ☐ No

**37. Do you think that schools should worry about bullying?**

☐ Yes ☐ No

38. Please write any other ideas you have about bullying and being bullied.

\_\_\_\_\_

39. What language is spoken in your home? \_\_\_\_\_

40. What country is your family from? \_\_\_\_\_

41. Gender:

☐ Male

☐ Female

42. Age: \_\_\_\_\_

43. Race:

☐ White/Caucasian

☐ Black/African American

☐ Latino/Hispanic

☐ Middle Eastern

☐ Native American

☐ Asian

☐ Eastern European

☐ Other: \_\_\_\_\_

☐ Biracial (Please specify):

44. Circle only your current grade:

Grade:                      6        7        8        9        10        11        12

45. How well do you do in your schoolwork? On your last report card, if you think of all of your subjects, what did you get? (Check one)

☐ mostly As

☐ As and Bs

☐ mostly Bs

☐ Bs and Cs

☐ mostly Cs

☐ Cs and Ds

☐ mostly Ds

☐ Ds and lower

I am reading this survey carefully

Yes    No

I am telling the truth on this survey

Yes    No

**Thank You!**

*Appendix B*

Date: \_\_\_\_\_

**Swearer Daily Bully Survey- Student Version**

**Instructions:** In this survey you will be asked to respond to questions and statements about bullying.

**Bullying happens when someone hurts or scares another person on purpose and the person being bullied has a hard time defending himself or herself. Usually, bullying happens over and over.**

- **Punching, shoving and other acts that hurt people physically**
- **Spreading bad rumors about people**
- **Keeping certain people out of a group**
- **Teasing people in a mean way**
- **Getting certain people to “gang up” on others**

\*\*\*\*\*  
\*\*\*\*\*

**There are two parts to this survey: (A) When you bullied others and (B) Your thoughts about bullying.**

\*\*\*\*\*  
\*\*\*\*\*

Copyright © 2001 by Susan M. Swearer, Ph.D. Revised: 10/2013



### The Bully Survey - Part A

**PART A:** In this part, you will be asked about times when you bullied

**REMEMBER:** Bullying happens when someone hurts or scares another person on purpose and the person being bullied has a hard time defending himself or herself. Usually, bullying happens over and over.

- Punching, shoving and other acts that hurt people physically
- Spreading bad rumors about people
- Keeping certain people out of a “group”
- Teasing people in a mean way
- Getting certain people to “gang up” on others

**1a. Did you bully anyone today?**

☐ Yes

☐ No

**1b. If yes, how many times did you bully?** \_\_\_\_\_

**If you did not bully another student today, go to Part B and answer the rest of the questions.**

**2a. Where did you bully today? (Check all that apply)**

- |   |   |
|---|---|
| <input type="checkbox"/> homeroom                     | <input type="checkbox"/> cafeteria                        |
| <input type="checkbox"/> academic class               | <input type="checkbox"/> before school                    |
| <input type="checkbox"/> bus                          | <input type="checkbox"/> after school                     |
| <input type="checkbox"/> gym                          | <input type="checkbox"/> dances                           |
| <input type="checkbox"/> hallway                      | <input type="checkbox"/> sporting events                  |
| <input type="checkbox"/> bathroom                     | <input type="checkbox"/> telephone                        |
| <input type="checkbox"/> online/texting during school | <input type="checkbox"/> online/texting outside of school |
|   | <input type="checkbox"/> recess                           |

**2b. If you checked online/texting, please explain. (Check all that apply)**

- |  |                                  |
|--|----------------------------------|
| <input type="checkbox"/> Facebook      | <input type="checkbox"/> IMing   |
| <input type="checkbox"/> Instagram     | <input type="checkbox"/> Email   |
| <input type="checkbox"/> Twitter       | <input type="checkbox"/> Texting |
| <input type="checkbox"/> Online Gaming | <input type="checkbox"/> Other:  |

**Circle the ONE place you bullied the most.**

**3. How did you bully today?** (Check how often these things happened)

		Never Happened	Rarely Happened	Sometimes Happened	Often Happened	Always Happened
a	Called him/her names	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
b	Made fun of him/her	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
c	Said I will do bad things to him/her	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
d	Played jokes on him/her	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
e	Wouldn't let him/her be a part of my group	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
f	Broke his/her things	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
g	Attacked him/her	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
h	Nobody would talk to him/her	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
i	Wrote bad things about him/her	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
j	Said mean things behind his/her back	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
k	Pushed or shoved him/her	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
l	Other ways (s)he was bullied: _____					

<b><u>The Bully Survey - Part B</u></b>
---

**PART B: In this part, you will be asked about your thoughts about bullying.**

**4. How much do you agree with each sentence?**

		Totally False	Sort of False	Neither	Sort of True	Totally True
a	Most people who get bullied ask for it	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
b	Bullying is a problem for kids	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
c	Bullies are popular	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
d	I don't like bullies	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
e	I am afraid of the bullies at my school	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
f	Bullying is good for wimpy kids	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
g	Bullies hurt kids	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
h	I would be friends with a bully	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
i	I can understand why someone would bully other kids	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
j	I think bullies should be punished	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
k	Bullies don't mean to hurt anybody	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
l	Bullies make kids feel bad	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
m	I feel sorry for kids who are bullied	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
n	Being bullied is no big deal	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
o	It's easier to bully someone if they don't know who you are	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

**Thank You!**



### Appendix C

Name: \_\_\_\_\_

Date: \_\_\_\_\_

School: \_\_\_\_\_

#### Bullying Intervention Rating Profile (Witt & Elliot, 1985)

We are interested in learning about your ideas about the Bullying Intervention Program that you just finished. Below are some sentences. You may or may not agree with each sentence. That's OK. Please read each sentence and completely fill in the number that describes how much you agree or disagree with the statement.

	Things that I Agree/Disagree With	I Agree Very Much	I Sort of Agree	I Don't Agree or Disagree	I Sort of Disagree	I Disagree Very Much
1.	The Bullying Intervention Program was fair.	①	②	③	④	⑤
2.	The therapist was too harsh or mean.	①	②	③	④	⑤
3.	The Bullying Intervention Program might cause problems with my friends.	①	②	③	④	⑤
4.	There are better ways to handle problems with bullying. What are they? _____ _____	①	②	③	④	⑤
5.	The Bullying Intervention Program would be good for other kids.	①	②	③	④	⑤
6.	I like how the Bullying Intervention Program handled my bullying problem.	①	②	③	④	⑤
7.	The Bullying Intervention Program would help other kids do better in school	①	②	③	④	⑤

Is here anything else you'd like to tell us about the Bullying Intervention Program? \_\_\_\_\_

\_\_\_\_\_

\_\_\_\_\_

## Appendix D

Date: \_\_\_\_\_

**The Bully Survey – Parent Version (BYS-P)®**

**Instructions:** In this survey you will be asked to respond to questions and statements about bullying.

**Bullying happens when someone hurts or scares another person on purpose and the person being bullied has a hard time defending himself or herself. Usually, bullying happens over and over.**

- **Punching, shoving and other acts that hurt people physically**
- **Spreading bad rumors about people**
- **Keeping certain people out of a group**
- **Teasing people in a mean way**
- **Getting certain people to “gang up” on others**

\*\*\*\*\*  
\*\*\*\*\*

**There are three parts to this survey: (A) Your experiences with your son or daughter being bullied, (B) Your experiences with your son or daughter bullying, and (C) Your thoughts about bullying.**

\*\*\*\*\*  
\*\*\*\*\*

Copyright © 2001 by Susan M. Swearer, Ph.D. Revised: 08/2013



**PART A:** In this part, you will be asked about your observations/knowledge of your son or daughter getting bullied in school or around school grounds.

**REMEMBER:** Bullying happens when someone hurts or scares another person on purpose and the person being bullied has a hard time defending himself or herself. Usually, bullying happens over and over.

- Punching, shoving and other acts that hurt people physically
- Spreading bad rumors about people
- Keeping certain people out of a group
- Teasing people in a mean way
- Getting certain people to “gang up” on others

**1a. Has your son or daughter been bullied this school year? (check one)**

- ☐ Yes                      ☐ No

**1b. If yes, how often was your son or daughter bullied?**

- ☐ one or more times a day  
☐ one or more times a week  
☐ one or more times a month

**If you do not know of your son or daughter being bullied this school year, you may move on to Part B**

**2a. Where was your son or daughter bullied? (Check all that apply)**

- |   |  |
|---|--|
| <input type="checkbox"/> homeroom                         | <input type="checkbox"/> cafeteria       |
| <input type="checkbox"/> academic class                   | <input type="checkbox"/> before school   |
| <input type="checkbox"/> bus                              | <input type="checkbox"/> after school    |
| <input type="checkbox"/> gym                              | <input type="checkbox"/> dances          |
| <input type="checkbox"/> hallway                          | <input type="checkbox"/> recess          |
| <input type="checkbox"/> bathroom                         | <input type="checkbox"/> sporting events |
| <input type="checkbox"/> online/texting during school     | <input type="checkbox"/> telephone       |
| <input type="checkbox"/> online/texting outside of school |  |

**2b. If you checked online/texting, please explain. (Check all that apply)**

- |  |                                  |
|--|----------------------------------|
| <input type="checkbox"/> Facebook      | <input type="checkbox"/> IMing   |
| <input type="checkbox"/> Instagram     | <input type="checkbox"/> Email   |
| <input type="checkbox"/> Texting       | <input type="checkbox"/> Twitter |
| <input type="checkbox"/> Online gaming | <input type="checkbox"/> Other:  |

**Circle the ONE place your son or daughter was bullied the most.**

**3. How did your son or daughter get bullied?** (Check how often these happened)

		Never Happened	Rarely Happened	Sometimes Happened	Often Happened	Always Happened
a	Called him/her names	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
b	Made fun of him/her	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
c	Said I will do bad things to him/her	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
d	Played jokes on him/her	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
e	Wouldn't let him/her be a part of my group	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
f	Broke his/her things	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
g	Attacked him/her	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
h	Nobody would talk to him/her	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
i	Wrote bad things about him/her	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
j	Said mean things behind his/her back	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
k	Pushed or shoved him/her	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
l	Other ways (s)he was bullied: _____					



**6a. Why do you think your son or daughter was bullied? (Check all that apply)****Because:**

- |  |  |
|--|--|
| <input type="checkbox"/> his/her face looks funny  | <input type="checkbox"/> his/her parents                         |
| <input type="checkbox"/> (s)he is fat              | <input type="checkbox"/> his/her brother                         |
| <input type="checkbox"/> (s)he is skinny           | <input type="checkbox"/> his/her sister                          |
| <input type="checkbox"/> (s)he looks too old       | <input type="checkbox"/> our family is poor                      |
| <input type="checkbox"/> (s)he looks too young     | <input type="checkbox"/> our family has a lot of money           |
| <input type="checkbox"/> (s)he is a wimp           | <input type="checkbox"/> someone in our family is disabled       |
| <input type="checkbox"/> his/her friends are weird | <input type="checkbox"/> (s)he is too tall                       |
| <input type="checkbox"/> (s)he is sick a lot       | <input type="checkbox"/> (s)he is too short                      |
| <input type="checkbox"/> (s)he is disabled         | <input type="checkbox"/> (s)he is in special education           |
| <input type="checkbox"/> (s)he gets good grades    | <input type="checkbox"/> (s)he gets angry a lot                  |
| <input type="checkbox"/> (s)he gets bad grades     | <input type="checkbox"/> (s)he cries a lot                       |
| <input type="checkbox"/> where (s)he lives         | <input type="checkbox"/> (s)he can't get along with other people |
| <input type="checkbox"/> the clothes (s)he wears   | <input type="checkbox"/> (s)he is gay                            |
| <input type="checkbox"/> the color of his/her skin | <input type="checkbox"/> the way (s)he talks                     |
| <input type="checkbox"/> the country (s)he is from | <input type="checkbox"/> (s)he acts too much like a boy          |
| <input type="checkbox"/> (s)he is different        | <input type="checkbox"/> (s)he acts too much like girl           |
| <input type="checkbox"/> the church (s)he goes to  | <input type="checkbox"/> Other (describe)_____                   |

**6b. Circle the main reason why your son or daughter was bullied.****7. What did you do about the bullying?**


---



---

**8. How did the teachers and school staff take care of the bullying?**

- ☐
- Very well
- ☐
- Okay
- ☐
- Poorly
- ☐
- I don't know

**9. Was your son or daughter who was being bullied able to defend him/herself?**

- ☐
- Yes
- ☐
- No

### The Bully Survey - Part B

**PART B:** In this part, you will be asked about your observations/knowledge of your son or daughter bullying others in school or around school grounds.

**REMEMBER:** Bullying happens when someone hurts or scares another person on purpose and the person being bullied has a hard time defending himself or herself. Usually, bullying happens over and over.

- Punching, shoving and other acts that hurt people physically
- Spreading bad rumors about people
- Keeping certain people out of a group
- Teasing people in a mean way
- Getting certain people to “gang up” on others

**10a. Did your son or daughter bully anyone this school year?**

- ☐ Yes ☐ No

**10b. If yes, how often? (Check one)**

- ☐ one or more times a day  
☐ one or more times a week  
☐ one or more times a month

**If your son or daughter did not bully anyone this year, go to Part C and answer the rest of the questions**

**11a. Where did your son or daughter bully others? (Check all that apply)**

- |   |  |
|---|--|
| <input type="checkbox"/> homeroom                         | <input type="checkbox"/> cafeteria       |
| <input type="checkbox"/> academic class                   | <input type="checkbox"/> before school   |
| <input type="checkbox"/> bus                              | <input type="checkbox"/> after school    |
| <input type="checkbox"/> gym                              | <input type="checkbox"/> dances          |
| <input type="checkbox"/> hallway                          | <input type="checkbox"/> recess          |
| <input type="checkbox"/> bathroom                         | <input type="checkbox"/> sporting events |
| <input type="checkbox"/> online/texting during school     | <input type="checkbox"/> telephone       |
| <input type="checkbox"/> online/texting outside of school |  |

**11b. If you checked online/texting, please check where.** (Check all the places)

- |  |                                  |
|--|----------------------------------|
| <input type="checkbox"/> Facebook      | <input type="checkbox"/> IMing   |
| <input type="checkbox"/> Instagram     | <input type="checkbox"/> Email   |
| <input type="checkbox"/> Texting       | <input type="checkbox"/> Twitter |
| <input type="checkbox"/> Online gaming | <input type="checkbox"/> Other:  |

**Circle the ONE place your son or daughter bullied others the most.**

**12. How did your son or daughter bully others?** (Check how often these things happened)

		Never Happened	Rarely Happened	Sometimes Happened	Often Happened	Always Happened
a	Called them names	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
b	Made fun of them	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
c	Said they will do bad things to them	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
d	Played jokes on them	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
e	Wouldn't let them be a part of their group	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
f	Broke their things	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
g	Attacked them	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
h	Didn't talk to them	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
i	Wrote bad things about them	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
j	Said mean things behind their back	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
k	Pushed or shoved them	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
l	Other ways (s)he bullied:					







**15a. Why did your son or daughter bully others? (Check all that apply)****Because:**

- |  |   |
|--|---|
| <input type="checkbox"/> their face looks funny    | <input type="checkbox"/> their parents                          |
| <input type="checkbox"/> they are fat              | <input type="checkbox"/> their brother                          |
| <input type="checkbox"/> they are skinny           | <input type="checkbox"/> their sister                           |
| <input type="checkbox"/> they look too old         | <input type="checkbox"/> their family is poor                   |
| <input type="checkbox"/> they look too young       | <input type="checkbox"/> their family has a lot of money        |
| <input type="checkbox"/> they are a wimp           | <input type="checkbox"/> someone in their family is disabled    |
| <input type="checkbox"/> their friends are weird   | <input type="checkbox"/> they are too tall                      |
| <input type="checkbox"/> they are sick a lot       | <input type="checkbox"/> they are too short                     |
| <input type="checkbox"/> they are disabled         | <input type="checkbox"/> they are in special education          |
| <input type="checkbox"/> they get good grades      | <input type="checkbox"/> they get angry a lot                   |
| <input type="checkbox"/> they get bad grades       | <input type="checkbox"/> they cry a lot                         |
| <input type="checkbox"/> where they live           | <input type="checkbox"/> they can't get along with other people |
| <input type="checkbox"/> the clothes they wear     | <input type="checkbox"/> they are gay                           |
| <input type="checkbox"/> the color of their skin   | <input type="checkbox"/> the way they talk                      |
| <input type="checkbox"/> the country they are from | <input type="checkbox"/> they act too much like a boy           |
| <input type="checkbox"/> they are different        | <input type="checkbox"/> they act too much like a girl          |
| <input type="checkbox"/> the church they go to     | <input type="checkbox"/> other (describe):_____                 |

**15b. From the list above, circle the MAIN reason why your son or daughter bullied others.****16. Did the teachers and school staff know about the bullying?**

- ☐
- Yes
- ☐
- No
- ☐
- I don't know

**17. How do you think the teachers and school staff took care of the bullying?**

- ☐
- Very well
- ☐
- Okay
- ☐
- Bad
- ☐
- I don't know

<b>The Bully Survey - Part C</b>
----------------------------------

**PART C: In this part, you will be asked about your thoughts on bullying.**

**18. How much do you agree with each sentence?**

		Totally False	Sort of False	Neither	Sort of True	Totally True
a	Most people who get bullied ask for it	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
b	Bullying is a problem for kids	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
c	Bullies are popular	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
d	I don't like bullies	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
e	I am afraid of the bullies at my son or daughter's school	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
f	Bullying is good for wimpy kids	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
g	Bullies hurt kids	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
h	Bullies have a lot of friends	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
i	I can understand why someone would bully other kids	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
j	I think bullies should be punished	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
k	Bullies don't mean to hurt anybody	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
l	Bullies make kids feel bad.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
m	I feel sorry for kids who are bullied	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
n	Being bullied is no big deal	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
o	It's easier to bully someone if they don't know who you are	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

**19. Is bullying a problem in your child's school?**

☐ Yes

☐ No

**20. Should schools worry about bullying?**

☐ Yes

☐ No

**21. Which grade at this school is your son or daughter currently in? \_\_\_\_\_**

**22. What is your relation to the student?**

☐ Mother/Maternal Caregiver

☐ Father/Paternal Caregiver

☐ Other: \_\_\_\_\_

**23. Your Gender:**

☐ Male

☐ Female

**24. Your Age:**

☐ 25 and under

☐ 26-35

☐ 36-45

☐ 46-55

☐ 56-65

☐ 66 and over

**25. Your Race:**

☐ White/Caucasian

☐ Black/African American

☐ Latino/Hispanic

☐ Middle Eastern

☐ Native American

☐ Asian

☐ Eastern European

☐ Other: \_\_\_\_\_

☐ Biracial (Please specify):  
\_\_\_\_\_

**26. Your Marital Status:**

☐ Married

☐ Separated

☐ Divorced

☐ Widowed

☐ Never Married

**27. Mother/Maternal Caregiver's Highest Level of Education**

☐ None

☐ High School Graduate

☐ College Graduate

☐ Graduate School

**28. Father/Paternal Caregiver's Highest Level of Education**

☐ None

☐ High School Graduate

☐ College Graduate

☐ Graduate School

**29. Mother/Maternal Caregiver's Occupation**

- ☐ Unemployed
 ☐ Retired  
☐ Employed: \_\_\_\_\_

**30. Father/Paternal Caregiver's Occupation**

- ☐ Unemployed
 ☐ Retired  
☐ Employed: \_\_\_\_\_

**31. Mother/Maternal Caregiver's Annual Income**

- |   |   |
|---|---|
| <input type="checkbox"/> \$10,000 or Less     | <input type="checkbox"/> \$10,001 - \$15,000  |
| <input type="checkbox"/> \$15,001 - \$20,000  | <input type="checkbox"/> \$20,001 - \$35,000  |
| <input type="checkbox"/> \$35,001 - \$50,000  | <input type="checkbox"/> \$50,001 - \$75,000  |
| <input type="checkbox"/> \$75,001 - \$100,000 | <input type="checkbox"/> \$100,001 or Greater |

**32. Father/Paternal Caregiver's Annual Income**

- |   |   |
|---|---|
| <input type="checkbox"/> \$10,000 or Less     | <input type="checkbox"/> \$10,001 - \$15,000  |
| <input type="checkbox"/> \$15,001 - \$20,000  | <input type="checkbox"/> \$20,001 - \$35,000  |
| <input type="checkbox"/> \$35,001 - \$50,000  | <input type="checkbox"/> \$50,001 - \$75,000  |
| <input type="checkbox"/> \$75,001 - \$100,000 | <input type="checkbox"/> \$100,001 or Greater |

**33. Thinking back to your own years in school, how would you categorize yourself?**

- ☐ Bully  
☐ Victim  
☐ Bully-Victim (being both victimized & bullying others)  
☐ Observed bullying  
☐ Not involved in bullying / did not observe bullying



## Appendix E

Date: \_\_\_\_\_

**The Bully Survey – Teacher Version (BYS-T)®**

**Instructions:** In this survey you will be asked to respond to questions and statements about bullying.

**Bullying happens when someone hurts or scares another person on purpose and the person being bullied has a hard time defending himself or herself. Usually, bullying happens over and over.**

- **Punching, shoving and other acts that hurt people physically**
- **Spreading bad rumors about people**
- **Keeping certain people out of a group**
- **Teasing people in a mean way**
- **Getting certain people to “gang up” on others**

\*\*\*\*\*  
\*\*\*\*\*

**There are three parts to this survey: (A) Your observations/knowledge of students being bullied; (B) Your observations/knowledge of students bullying others; and (C) Your thoughts about bullying.**

\*\*\*\*\*  
\*\*\*\*\*

Copyright © 2003 by Susan M. Swearer, Ph.D. Revised: 08/2013



### The Bully Survey - Part A

**PART A:** In this part, you will be asked about your observations/knowledge of \_\_\_\_\_ getting bullied in school or around school grounds.

**REMEMBER:** Bullying happens when someone hurts or scares another person on purpose and the person being bullied has a hard time defending himself or herself. Usually, bullying happens over and over.

- Punching, shoving and other acts that hurt people physically
- Spreading bad rumors about people
- Keeping certain people out of a group
- Teasing people in a mean way
- Getting certain people to “gang up” on others

**1a. Did you ever see or hear about \_\_\_\_\_ getting bullied this school year?**

- ☐ Yes ☐ No

**1b. If yes, how often was this student bullied? (Check one)**

- ☐ one or more times a day  
☐ one or more times a week  
☐ one or more times a month

**If you do not know of this student being bullied this school year, you may move on to Part B**

**2a. Where was the student bullied? (Check all that apply)**

- |   |  |
|---|--|
| <input type="checkbox"/> homeroom                         | <input type="checkbox"/> cafeteria       |
| <input type="checkbox"/> academic class                   | <input type="checkbox"/> before school   |
| <input type="checkbox"/> bus                              | <input type="checkbox"/> after school    |
| <input type="checkbox"/> gym                              | <input type="checkbox"/> dances          |
| <input type="checkbox"/> hallway                          | <input type="checkbox"/> recess          |
| <input type="checkbox"/> bathroom                         | <input type="checkbox"/> sporting events |
| <input type="checkbox"/> online/texting during school     | <input type="checkbox"/> telephone       |
| <input type="checkbox"/> online/texting outside of school |  |

**2b. If you checked online/texting, please explain. (Check all that apply)**

- |  |                                  |
|--|----------------------------------|
| <input type="checkbox"/> Facebook      | <input type="checkbox"/> IMing   |
| <input type="checkbox"/> Instagram     | <input type="checkbox"/> Email   |
| <input type="checkbox"/> Texting       | <input type="checkbox"/> Twitter |
| <input type="checkbox"/> Online gaming | <input type="checkbox"/> Other:  |



**From the list above, circle the ONE place the student was bullied the most.**

**3. How did this student get bullied?** (Check how often these things happened)

		Never Happened	Rarely Happened	Sometimes Happened	Often Happened	Always Happened
a.	Called him/her names	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
b.	Made fun of him/her	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
c.	Said they will do bad things to him/her	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
d.	Played jokes on him/her	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
e.	Wouldn't let him/her be a part of their group	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
f.	Broke his/her things	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
g.	Attacked him/her	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
h.	Nobody would talk to him/her	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
i.	Wrote bad things about him/her	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
j.	Said mean things behind his/her back	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
k.	Got pushed or shoved	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
l.	Other ways (s)he was bullied:					



**6a. Why do you think this student was bullied? (Check all that apply)****Because:**

- |  |  |
|--|--|
| <input type="checkbox"/> his/her face looks funny  | <input type="checkbox"/> his/her parents                         |
| <input type="checkbox"/> (s)he is fat              | <input type="checkbox"/> his/her brother                         |
| <input type="checkbox"/> (s)he is skinny           | <input type="checkbox"/> his/her sister                          |
| <input type="checkbox"/> (s)he looks too old       | <input type="checkbox"/> his/her family is poor                  |
| <input type="checkbox"/> (s)he looks too young     | <input type="checkbox"/> his/her family has a lot of money       |
| <input type="checkbox"/> (s)he is a wimp           | <input type="checkbox"/> someone in his/her family is disabled   |
| <input type="checkbox"/> his/her friends are weird | <input type="checkbox"/> (s)he is too tall                       |
| <input type="checkbox"/> (s)he is sick a lot       | <input type="checkbox"/> (s)he is too short                      |
| <input type="checkbox"/> (s)he is disabled         | <input type="checkbox"/> (s)he is in special education           |
| <input type="checkbox"/> (s)he gets good grades    | <input type="checkbox"/> (s)he gets angry a lot                  |
| <input type="checkbox"/> (s)he gets bad grades     | <input type="checkbox"/> (s)he cries a lot                       |
| <input type="checkbox"/> where (s)he lives         | <input type="checkbox"/> (s)he can't get along with other people |
| <input type="checkbox"/> the clothes (s)he wears   | <input type="checkbox"/> (s)he is gay                            |
| <input type="checkbox"/> the color of his/her skin | <input type="checkbox"/> the way (s)he talks                     |
| <input type="checkbox"/> the country (s)he is from | <input type="checkbox"/> (s)he acts too much like a boy          |
| <input type="checkbox"/> (s)he is different        | <input type="checkbox"/> (s)he acts too much like a girl         |
| <input type="checkbox"/> the church (s)he goes to  | <input type="checkbox"/> other (describe): _____                 |

**6b. From the list above, circle the main reason you think this student was bullied.****7. What did you do about the bullying?** \_\_\_\_\_**8. How did the other teachers and school staff take care of the bullying?**

- ☐
- Very well
- ☐
- Okay
- ☐
- Bad
- ☐
- I don't know

**9. How was the student who was being bullied able to defend him/herself?**

- ☐
- Very well
- ☐
- Okay
- ☐
- Bad
- ☐
- I don't know

### The Bully Survey - Part B

**PART B:** In this part, you will be asked about your observations/knowledge of \_\_\_\_\_ who bullied others in school or around school grounds.

**REMEMBER:** Bullying happens when someone hurts or scares another person on purpose and the person being bullied has a hard time defending himself or herself. Usually, bullying happens over and over.

- Punching, shoving and other acts that hurt people physically
- Spreading bad rumors about people
- Keeping certain people out of a group
- Teasing people in a mean way
- Getting certain people to “gang up” on others

**10a. Did you see \_\_\_\_\_ bully anyone this school year?**

☐ Yes ☐ No

**10b. If yes, how often? (Check one)**

- ☐ one or more times a day  
☐ one or more times a week  
☐ one or more times a month

**If you did not observe this student bully other students this year, go to Part C and answer the rest of the questions on page 10.**

**11a. Where did this student bully others? (Check all that apply)**

- |   |  |
|---|--|
| <input type="checkbox"/> homeroom                         | <input type="checkbox"/> cafeteria       |
| <input type="checkbox"/> academic class                   | <input type="checkbox"/> before school   |
| <input type="checkbox"/> bus                              | <input type="checkbox"/> after school    |
| <input type="checkbox"/> gym                              | <input type="checkbox"/> dances          |
| <input type="checkbox"/> hallway                          | <input type="checkbox"/> recess          |
| <input type="checkbox"/> bathroom                         | <input type="checkbox"/> sporting events |
| <input type="checkbox"/> online/texting during school     | <input type="checkbox"/> telephone       |
| <input type="checkbox"/> online/texting outside of school |  |

**11b. If you checked online/texting, please explain. (Check all that apply)**

- |  |                                  |
|--|----------------------------------|
| <input type="checkbox"/> Facebook      | <input type="checkbox"/> IMing   |
| <input type="checkbox"/> Instagram     | <input type="checkbox"/> Email   |
| <input type="checkbox"/> Texting       | <input type="checkbox"/> Twitter |
| <input type="checkbox"/> Online gaming | <input type="checkbox"/> Other:  |

**From the list above, circle the ONE place the student bullied others the most.**

**12. How did the student bully others?** (Check how often these things happened)

		Never Happened	Rarely Happened	Sometimes Happened	Often Happened	Always Happened
a.	Called him/her names	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
b.	Made fun of him/her	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
c.	Said they will do bad things to him/her	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
d.	Played jokes on him/her	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
e.	Wouldn't let him/her be a part of their group	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
f.	Broke his/her things	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
g.	Attacked him/her	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
h.	Nobody would talk to him/her	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
i.	Wrote bad things about him/her	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
j.	Said mean things behind his/her back	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
k.	Got pushed or shoved	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
l.	Other ways (s)he was bullied:					



**14b. How much was this a problem for the student who did the bullying?**

		Never a Problem	Rarely a Problem	Sometimes a Problem	Often a Problem	Always a Problem	I Don't Know
a	Made him/her feel sick	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
b	(S)he couldn't make friends	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
c	Made him/her feel bad or sad	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
d	Made it difficult for him/her to learn at school	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
e	(S)he didn't come to school	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
f	(S)he had problems with our family	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
g	Other ways this was a problem:						

**15a. Why did this student bully others? (Check all that apply)****Because:**

- |  |  |
|--|--|
| <input type="checkbox"/> his/her face looks funny  | <input type="checkbox"/> his/her parents                         |
| <input type="checkbox"/> (s)he is fat              | <input type="checkbox"/> his/her brother                         |
| <input type="checkbox"/> (s)he is skinny           | <input type="checkbox"/> his/her sister                          |
| <input type="checkbox"/> (s)he looks too old       | <input type="checkbox"/> his/her family is poor                  |
| <input type="checkbox"/> (s)he looks too young     | <input type="checkbox"/> his/her family has a lot of money       |
| <input type="checkbox"/> (s)he is a wimp           | <input type="checkbox"/> someone in his/her family is disabled   |
| <input type="checkbox"/> his/her friends are weird | <input type="checkbox"/> (s)he is too tall                       |
| <input type="checkbox"/> (s)he is sick a lot       | <input type="checkbox"/> (s)he is too short                      |
| <input type="checkbox"/> (s)he is disabled         | <input type="checkbox"/> (s)he is in special education           |
| <input type="checkbox"/> (s)he gets good grades    | <input type="checkbox"/> (s)he gets angry a lot                  |
| <input type="checkbox"/> (s)he gets bad grades     | <input type="checkbox"/> (s)he cries a lot                       |
| <input type="checkbox"/> where (s)he lives         | <input type="checkbox"/> (s)he can't get along with other people |
| <input type="checkbox"/> the clothes (s)he wears   | <input type="checkbox"/> (s)he is gay                            |
| <input type="checkbox"/> the color of his/her skin | <input type="checkbox"/> the way (s)he talks                     |
| <input type="checkbox"/> the country (s)he is from | <input type="checkbox"/> (s)he acts too much like a boy          |
| <input type="checkbox"/> (s)he is different        | <input type="checkbox"/> (s)he acts too much like a girl         |
| <input type="checkbox"/> the church (s)he goes to  | <input type="checkbox"/> other (describe): _____                 |

**15b. From the list above, circle the MAIN reason why this student bullied others.****16. Did the teachers and school staff know about the bullying?**

- ☐ Yes                      ☐ No                      ☐ I don't know

**17. How do you think the teachers and school staff took care of the bullying?**

- ☐ Very well              ☐ Okay              ☐ Bad              ☐ I don't know



<b>The Bully Survey - Part C</b>
----------------------------------

**PART C: In this part, you will be asked about your thoughts on bullying.**

**18. How much do you agree with each sentence?**

		Totally False	Sort of False	Neither	Sort of True	Totally True
a.	Most people who get bullied ask for it	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
b.	Bullying is a problem for kids	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
c.	Bullies are popular	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
d.	I don't like bullies	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
e.	I am afraid of the bullies at my school	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
f.	Bullying is good for wimpy kids	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
g.	Bullies hurt kids	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
h.	Bullies have a lot of friends	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
i.	I can understand why someone would bully other kids	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
j.	I think bullies should be punished	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
k.	Bullies don't mean to hurt anybody	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
l.	Bullies make kids feel bad.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
m.	I feel sorry for kids who are bullied	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
n.	Being bullied is no big deal	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
o.	It's easier to bully someone if they don't know who you are	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

**19. Is bullying a problem at your school?**

☐ Yes ☐ No

**20. Should school personnel worry about bullying?**

☐ Yes ☐ No

**21. Your Gender:**

- ☐ Male ☐ Female

**22. Your Age:**

- |                                       |                                      |
|---------------------------------------|--------------------------------------|
| <input type="checkbox"/> 25 and under | <input type="checkbox"/> 26-35       |
| <input type="checkbox"/> 36-45        | <input type="checkbox"/> 46-55       |
| <input type="checkbox"/> 56-65        | <input type="checkbox"/> 65 and over |

**23. Your Race:**

- |  |   |
|--|---|
| <input type="checkbox"/> White/Caucasian                     | <input type="checkbox"/> Black/African American |
| <input type="checkbox"/> Latino/Hispanic                     | <input type="checkbox"/> Middle Eastern         |
| <input type="checkbox"/> Native American                     | <input type="checkbox"/> Asian                  |
| <input type="checkbox"/> Eastern European                    | <input type="checkbox"/> Other: _____           |
| <input type="checkbox"/> Biracial (Please specify):<br>_____ |   |

**24. Which grade at this school do you primarily teach? (if applicable) \_\_\_\_\_**

**25. What is the subject area that you teach at this school? \_\_\_\_\_**

**26. How many years of teaching total? (if applicable) \_\_\_\_\_ years**

**27. How many years of service at this school? \_\_\_\_\_ years**

**28. Thinking back to your own years in school, how would you categorize yourself?**

- ☐ Bully
- ☐ Victim
- ☐ Bully-Victim (being both victimized & bullying others)
- ☐ Observed bullying
- ☐ Not involved in bullying / did not observe bullying



*Appendix F*

Date: \_\_\_\_\_

**Swearer Daily Bully Survey- School Version**

**Instructions:** In this survey you will be asked to respond to questions and statements about bullying.

**Bullying happens when someone hurts or scares another person on purpose and the person being bullied has a hard time defending himself or herself. Usually, bullying happens over and over.**

- **Punching, shoving and other acts that hurt people physically**
- **Spreading bad rumors about people**
- **Keeping certain people out of a group**
- **Teasing people in a mean way**
- **Getting certain people to “gang up” on others**

\*\*\*\*\*  
\*\*\*\*\*

**There is one part to this survey: (A) When the student bullied others**

\*\*\*\*\*  
\*\*\*\*\*

Copyright © 2001 by Susan M. Swearer, Ph.D. Revised: 10/2013



<b><u>The Bully Survey - Part A</u></b>
---

**PART A:** In this part, you will be asked about times when \_\_\_\_\_ bullied.

**REMEMBER:** Bullying happens when someone hurts or scares another person on purpose and the person being bullied has a hard time defending himself or herself. Usually, bullying happens over and over.

- Punching, shoving and other acts that hurt people physically
- Spreading bad rumors about people
- Keeping certain people out of a “group”
- Teasing people in a mean way
- Getting certain people to “gang up” on others

**1a. Did this student bully anyone today?**

☐ Yes

☐ No

**1b. If yes, how many times did this student bully others today?**

\_\_\_\_\_

**2a. Where did this student bully today? (Check all that apply)**

- |   |   |
|---|---|
| <input type="checkbox"/> homeroom                     | <input type="checkbox"/> cafeteria                        |
| <input type="checkbox"/> academic class               | <input type="checkbox"/> before school                    |
| <input type="checkbox"/> bus                          | <input type="checkbox"/> after school                     |
| <input type="checkbox"/> gym                          | <input type="checkbox"/> dances                           |
| <input type="checkbox"/> hallway                      | <input type="checkbox"/> sporting events                  |
| <input type="checkbox"/> bathroom                     | <input type="checkbox"/> telephone                        |
| <input type="checkbox"/> online/texting during school | <input type="checkbox"/> online/texting outside of school |
|   | <input type="checkbox"/> recess                           |

**2b. If you checked online/texting, please explain. (Check all that apply)**

- |  |                                  |
|--|----------------------------------|
| <input type="checkbox"/> Facebook      | <input type="checkbox"/> IMing   |
| <input type="checkbox"/> Instagram     | <input type="checkbox"/> Email   |
| <input type="checkbox"/> Twitter       | <input type="checkbox"/> Texting |
| <input type="checkbox"/> Online Gaming | <input type="checkbox"/> Other:  |

**Circle the ONE place this student bullied the most**

**3. How did this student bully today?** (Check how often these things happened)

		Never Happened	Rarely Happened	Sometimes Happened	Often Happened	Always Happened
a.	Called him/her names	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
b.	Made fun of him/her	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
c.	Said they will do bad things to him/her	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
d.	Played jokes on him/her	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
e.	Wouldn't let him/her be a part of their group	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
f.	Broke his/her things	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
g.	Attacked him/her	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
h.	Nobody would talk to him/her	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
i.	Wrote bad things about him/her	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
j.	Said mean things behind his/her back	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
k.	Pushed or shoved him/her	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
l.	Other ways (s)he was bullied: _____					

**Thank You!**

## Appendix G

Date: \_\_\_\_\_

Student's Name: \_\_\_\_\_

Student's School: \_\_\_\_\_

Person completing form:    MOTHER    FATHER    TEACHER    (Circle one)

### Treatment Evaluation Inventory (Kazdin, 1980)

Please complete the items listed below. The items should be completed by placing a checkmark in the box under the question that best indicates how you felt about the Bullying Intervention Program the student experienced. Please read the items very carefully and answer accordingly. Thank you very much for your ratings!

1. How acceptable did you find this intervention to be for the student's problem behavior?

<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Not at all acceptable			Moderately acceptable			Very acceptable

2. How willing would you be to carry out this intervention yourself if you had to change the student's problems?

<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Not at all Willing			Moderately willing			Very willing

3. How suitable is this intervention for students who might have other behavioral problems than those described for this student?

<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Not at all suitable			Moderately suitable			Very suitable

4. If students had to be assigned to an intervention without their consent, how bad would it be to give them this intervention?

<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Not at all acceptable			Moderately acceptable			Very acceptable

5. How cruel or unfair do you find this intervention?

<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Very cruel			Moderately cruel			Not cruel at all

6. Would it be acceptable to apply this intervention to institutionalized, low-functioning, and/or other students who are not given an opportunity to choose treatment for themselves?

<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Not at all acceptable to apply this procedure			Moderately acceptable to apply this procedure			Very acceptable to apply this procedure

7. How consistent is this intervention with common sense or everyday notions about what treatment should be?

<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Very different or inconsistent			Moderately consistent			Very consistent with everyday notions

8. To what extent does this intervention treat the student humanely?

<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Does not treat humanely at all			Treats them moderately humanely			Treats them very humanely

9. To what extent do you think there might be risks in undergoing this kind of intervention?

<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
A lot of risks are likely			Some risks are likely			No risks are likely

10. How much do you like this intervention?

<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Do not like them at all			Moderately like them			Like them very much

11. How effective is this intervention likely to be?

<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Not at all effective			Moderately effective			Very effective

12. How likely is this intervention to make permanent improvement in the child?

<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Unlikely			Moderately			Very likely

13. To what extent are undesirable side effects likely to result from this intervention?

<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Many undesirable side effects likely			Some undesirable side effects likely			No undesirable side effects likely

14. How much discomfort is the student likely to experience during the course of the intervention?

<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Very much discomfort			Moderate discomfort			No discomfort at all

15. Overall, what is your general reaction to this intervention?

<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Very negative			Ambivalent			Very positive

Is there anything else you'd like to tell us about the Bullying Intervention Program?

---



---



---



## Appendix H

## T-BIP Fidelity Checklist: Session

## Critical Elements

<input type="checkbox"/>	Obtain parent consent before beginning T-BIP with participant
<input type="checkbox"/>	Explain T-BIP to participant
<input type="checkbox"/>	Obtain youth assent
<input type="checkbox"/>	Build rapport
<input type="checkbox"/>	Administer the <i>Bully Survey</i> (appropriate version for grade/age)
<input type="checkbox"/>	Administer the <i>Children's Depression Inventory</i> (check item #9); if client endorses the item, call Dr. Susan Swearer
<input type="checkbox"/>	Administer the <i>Multidimensional Anxiety Scale for Children</i>
<input type="checkbox"/>	Administer the <i>How I Think Questionnaire</i>
<input type="checkbox"/>	Administer the <i>Thoughts About School Questionnaire</i>
<input type="checkbox"/>	Administer the <i>Self-Perception Profile for Children</i>
<input type="checkbox"/>	Have student complete 'Draw a Bullying Situation' worksheet
<input type="checkbox"/>	Administer T-BIP pre-quiz
<input type="checkbox"/>	Go through T-BIP PowerPoint with participant
<input type="checkbox"/>	Foster discussion with participant throughout T-BIP PowerPoint
<input type="checkbox"/>	Administer T-BIP post-quiz
<input type="checkbox"/>	Discuss participant's involvement in bullying
<input type="checkbox"/>	Watch video ( <i>Stories of Us</i> or <i>Bully Dance</i> )
<input type="checkbox"/>	Foster discussion with participant on video
<input type="checkbox"/>	Discuss appropriate ways to respond to bullying by using effective problem-solving, cognitive restructuring, and role-playing
<input type="checkbox"/>	Have student complete 1-3 <i>Bully Busters</i> worksheets
<input type="checkbox"/>	Explain next steps in intervention process (i.e., report and parent meeting)
<input type="checkbox"/>	Administer BIRP

## Other Important Considerations

<input type="checkbox"/>	Explain reason for T-BIP before requesting youth assent
<input type="checkbox"/>	Order of pre-assessments were randomized
<input type="checkbox"/>	Interventionist explains how to respond to each assessment
<input type="checkbox"/>	If participant answered 'no' for Q. 1 on Part C, participant is later asked if (s)he wants to change answer to 'yes'
<input type="checkbox"/>	Interventionist checks for missing responses
<input type="checkbox"/>	Participant is told (s)he can request breaks or is asked if (s)he wants a break
<input type="checkbox"/>	The BIRP is set up to allow participant to complete it confidentially

*Appendix I***T-BIP INTERVENTIONIST RATING FORM**

Directions: Each characteristic below is followed by a 7-point scale that ranges from “not very” to “very.” Please mark an “X” at the point on the scale that best represents how you viewed the T-BIP Interventionist on each characteristic.

---

**FRIENDLY**

1. NOT VERY    \_\_\_\_\_    \_\_\_\_\_    \_\_\_\_\_    \_\_\_\_\_    \_\_\_\_\_    \_\_\_\_\_    \_\_\_\_\_    VERY

**EXPERIENCED**

2. NOT VERY    \_\_\_\_\_    \_\_\_\_\_    \_\_\_\_\_    \_\_\_\_\_    \_\_\_\_\_    \_\_\_\_\_    \_\_\_\_\_    VERY

**HONEST**

3. NOT VERY    \_\_\_\_\_    \_\_\_\_\_    \_\_\_\_\_    \_\_\_\_\_    \_\_\_\_\_    \_\_\_\_\_    \_\_\_\_\_    VERY

**LIKABLE**

4. NOT VERY    \_\_\_\_\_    \_\_\_\_\_    \_\_\_\_\_    \_\_\_\_\_    \_\_\_\_\_    \_\_\_\_\_    \_\_\_\_\_    VERY

**EXPERT**

5. NOT VERY    \_\_\_\_\_    \_\_\_\_\_    \_\_\_\_\_    \_\_\_\_\_    \_\_\_\_\_    \_\_\_\_\_    \_\_\_\_\_    VERY

**RELIABLE**

6. NOT VERY    \_\_\_\_\_    \_\_\_\_\_    \_\_\_\_\_    \_\_\_\_\_    \_\_\_\_\_    \_\_\_\_\_    \_\_\_\_\_    VERY

**SOCIABLE**

7. NOT VERY \_\_\_\_\_ VERY

**PREPARED**

8. NOT VERY \_\_\_\_\_ VERY

**SINCERE**

9. NOT VERY \_\_\_\_\_ VERY

**WARM**

10. NOT VERY \_\_\_\_\_ VERY

**SKILLFUL**

11. NOT VERY \_\_\_\_\_ VERY

**TRUSTWORTHY**

12. NOT VERY \_\_\_\_\_ VERY

*Appendix J***T-BIP Therapy Critique**

**Student therapist:** \_\_\_\_\_ **Date:** \_\_\_\_\_

**Client Code:** \_\_\_\_\_ **Observer:** \_\_\_\_\_

0= opportunity there and not taken

1= opportunity taken, inappropriate technique applied

2= opportunity taken, poor application of technique

3= opportunity taken, fair application of technique

4= opportunity taken, good application of technique

5= opportunity taken, excellent application of technique

NA=Not applicable

<b>Therapy Skill</b>	<b>Proficiency Rating</b>
1) Explained intent of T-BIP in non-judgmental way	0 1 2 3 4 5 NA
2) Built rapport with client	0 1 2 3 4 5 NA
3) Explained assessments clearly	0 1 2 3 4 5 NA
4) Conversed with client if client indicated no bullying perpetration	0 1 2 3 4 5 NA
5) Responded appropriately to expressions of suicidal ideation	0 1 2 3 4 5 NA
6) Responded appropriately to client's emotional state	0 1 2 3 4 5 NA
7) Engaged client in a discussion during the psychoeducational PPT	0 1 2 3 4 5 NA
8) Engaged the client in a role-play	0 1 2 3 4 5 NA
9) Effectively challenged client's cognitive distortions	0 1 2 3 4 5 NA
10) Discussed positive alternatives to bullying	0 1 2 3 4 5 NA
11) Managed client's behaviors effectively	0 1 2 3 4 5 NA
12) Structured time efficiently	0 1 2 3 4 5 NA
13) Appropriate questioning	0 1 2 3 4 5 NA
14) Engaged in active listening	0 1 2 3 4 5 NA
15) Provided periodic summaries during session	0 1 2 3 4 5 NA

*Appendix K***Target Bullying Intervention Pre-Quiz**

Intervention Date:\_\_\_\_\_ Student Code:\_\_\_\_\_ Score: \_\_\_\_/10

*Please circle ONE answer for each question!*

1. Bullying can be:
  - a. Physical
  - b. Verbal
  - c. Relational
  - d. Electronic
  - e. All of the above
2. Is an incident bullying if it only happens once?
  - a. Yes
  - b. No
3. Which of the following is NOT one primary reason why people bully:
  - a. Attention
  - b. Genetics
  - c. Revenge
  - d. Insecurity
4. Who tends to get bullied more?
  - a. Boys
  - b. Girls
5. When does bullying usually happen?
  - a. Before school

- b. After school
  - c. During school hours
  - d. On the school bus
6. When we say 'modeling' is a reason people bully, what does that mean?
- a. Famous people always bully non-famous people
  - b. People have to take a class to learn how to bully
  - c. People like to bully teachers
  - d. People may learn to bully by seeing others bully
7. When we say 'expectations' is a reason people bully, what does that mean?
- a. People expect victims to put up with the bullying
  - b. People who are expected to be mean may believe it and do more mean things
  - c. People are expected to bully others to get their way
  - d. Parents and teachers always expect older kids to bully younger kids
8. Which of the following is a common consequence of bullying for the victims of bullying?
- a. Depression
  - b. Going to jail
  - c. High self-esteem
  - d. Memory problems
9. Which group often feels hopeless, frustrated, and worried?
- a. Students who bully
  - b. Victims

- c. Bystanders
- d. Victims and Bystanders

10. Which of the following is something you can and should do if you see bullying happening?

- a. Join in so the people doing the bullying won't target you
- b. Exclude the people doing the bullying to keep yourself and your friends safe
- c. Help the victim to get out of the bullying situation
- d. Yell at the people doing the bullying so they know it's wrong